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ABSTRACT

The seventh in a series (EC 114 401-409) of reports on community recreation for the handicapped presents descriptions of information sources on special recreation. Among the organizations covered are the American Alliance for Health, Physical Education and Recreation; Boy Scouts of America; Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped; The Joseph P. Kennedy, Jr. Foundation; National Arts and The Handicapped Information Service; National Center for a Barrier Free Environment; and the Council for Exceptional Children. (CL)

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Institute Report #9

National Institute on Community Recreation for the Handicapped--
A Project Funded by the U.S. Bureau of Education for the Handicapped

INFORMATION SOURCES ON SPECIAL RECREATION

Compiled through the National Institute on New Models of Community-Based Recreation and Leisure Programs and Services for Handicapped Children and Youth

Compiled by:

John A. Nesbitt and Geri M. Bjork

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Information from/on

American Alliance for Health, Physical Education and Recreation (IRUC)
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Girl Scouts of the U.S.A.
Handicap Living
Hawkins and Associates, Inc.
Information About Handicapping Conditions
The Joseph P. Kennedy, Jr., Foundation
Leisurability
National Arts and The Handicapped Information Service
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National Center for a Barrier Free Environment
National Committee--Arts for the Handicapped
National Easter Seal Society for Crippled Children and Adults
National Recreation and Park Association
Preschool Recreational Enrichment Program
Project Aquatics
Random House

Recreation Education Program
THE UNIVERSITY OF IOWA
Iowa City, Iowa 52242

1978

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LISTING OF JOHPER ARTICLES

Increased involvement in and support of the American Alliance for Health, Physical Education, and Recreation for physical education/adapted physical education, recreation/therapeutic recreation, and related activity areas for impaired, disabled, and handicapped are related in nearly 150 articles devoted to these topics in the Journal of Health, Physical Education, Recreation since 1965. A listing of these articles indicates a greater awareness, participation, and demands for this type of information, material, and service from personnel in the field. The index is an indication of the diversity of activities, conditions, populations and program settings dealt with in these materials.

This listing was developed through joint efforts of the AAHPER Unit on Programs for the Handicapped and Information and Research Utilization Center in Physical Education and Recreation for the Handicapped (IRUC). Contents of the listing are designed to provide ready references so greater use can be made of them by practitioners, college/university personnel, students, parents, volunteers, researchers, and others interested and involved in these program and activity areas. Indexing was based on the major focus of each article. It is possible that a few articles may deal with an activity, condition, population, program setting or other area, which has not been indexed; in these instances, the omitted area was considered incidential or of minor concern and, therefore, not included.

Of special interest are the increasing number of articles appearing since 1968 and frequencies with which certain topics have been included. Both trends are indicative of priority areas determined by input from personnel in the field. Requests for information, materials, and assistance in these areas and the number of articles voluntarily submitted further substantiate the priority nature of this information.

Attempts have been made to cross-reference specific descriptor terms so all articles dealing with a given topic/area are found under a single descriptor. In this way need to check several discriptors for the same topic area will be minimized; those using specific or special terms can still locate articles appropriate to their interests and needs. The ever present semantic problem within and between disciplines, agencies, and specialties influences, and even creates, situations which make this process necessary. Hopefully, this indexing procedure will alleviate some of the frustrations and anxieties related to searching for materials and information.

Your comments, reactions, and suggestions regarding this process and procedure will be extremely helpful to and appreciated by staff members responsible for indexing future AAHPER and IRUC materials.

March 1975

ARTICLES APPEARING IN
JOURNAL OF PHYSICAL EDUCATION AND RECREATION
(formerly Journal of Health, Physical Education, Recreation)
Dealing with "Programs for the Handicapped."

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1. Capon, Jack. "Perceptual Motor Balance Puzzles." Nov.-Dec.: 82.

2. Cowden, Jo Ellen. "Total Education Includes the Physical." Oct.: 70.

3. Delmore, Faye J. and Glenn A. Gruber. "Adapted Table Tennis for Wheelchair Multi-Handicapped Individuals." Jan.: 81.

4. Ersing Walter F. "Nature of Physical Education Programming for the Mentally Retarded and Physically Handicapped." Feb.: 89.

5. Geddes, Dolores. "Physical Activity: A Necessity for Severely and Profoundly Mentally Retarded Individuals." Mar.: 73.

6. Gorelick, Molly C. "What's in A Label?" Sept.: 71.

7. Grosse, Susan J. and Darvin Stover. "Wrestling for the Handicapped: A Cooperative Program." May: 41.

8. Gunn, Scout L. "Walls." Nov.-Dec.: 77.

9. Hutchins, Gloria Lee. "Action Adapted Program." May: 42.

10. Meyer, L. and S. Ruck. "They Too Can Shoot an Arrow into the Air." Jan.: 79.

11. Pennella, Lou. "Twelfth World Games for the Deaf." May: 12.

12. Pitzer, John. "Leisure Time Activities for the Visually Impaired." Oct.: 69.

13. Rusiniak, Nicholas. "Recreation for the Retarded - One Institution's Approach." Apr.: 85.

14. Sol, Neil and Linda Zwiren. "Fencing for Quadraplegics." Jan.: 79.

14a. "Information and Research Utilization Center in Physical Education for the Handicapped." June: 57.

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15. Adams, Ronald and Eric Adamson. "Trampoline Tumbling for Children with Chronic Lung Disease." Apr.: 86.

16. Boyansky, Bill. "God Guides My Hand." Feb.: 72.

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25. Johnson, E. Capers. "Karl H.: A Case History." Feb.: 71.

26. Johnson, James H. "Pitfalls of Competition for the Handicapped." Jan.: 91.

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30. Millan, Anne F. "Perceptual Motor Development: Panacea or Palaver?" Jan.: 27.

31. Milton, Mary Lu. "Summer Enrichment Program for the Mentally Retarded." June: 45.

32. Nesbitt, John A. "Recreation for the Ill and Handicapped." June: 34.

33. Ness, Richard A. "Weight Training for Severely Mentally Retarded Persons." Apr.: 87.

34. Rawson, Harve E. "Behavior Modification in a Summer Camp Setting." Mar.: 76.

35. Shuman, Bonnie. "Dance Therapy for the Emotionally Disturbed." Sept.: 61.

36. Stein, Julian U. "IRUC: Information and Research Utilization Center in Physical Education and Recreation for the Handicapped." Nov.-Dec.: 19.

37. Vodola, Thomas M. "New Jersey Special Olympics: Boon or Bane?" Jan.: 93.

38. Waggoner, Bernice E. "Motivation in Physical Education and Recreation for Emotionally Handicapped Children." Mar.: 73.

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39. Berges, Shirley. "Teaching Physical Education in Schools for the Deaf." Apr.: 81.

40. Blumin, Shirley S. "Summer Program for Children Who Need Additional Educational Experiences." May: 78.

41. Boyd, David Ellsworth. "Always in My Heart." Oct.: 81.

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43. Camp Anchor. "ANCHOR Program -- Answering the Needs of Children with Handicaps Through Organized Recreation." Jan.: 85.

44. Carlson, B. Robert. "Diagnosis and Remediation Plan for Physical Education for the Handicapped." Mar.: 73.

45. _____. "Status of Research on Children with Perceptual-Motor Dysfunction." Apr.: 57.

46. Collard, Robert R. "Exploration and Play in Human Infants." June: 35.

47. Dewey, Margaret. "Autistic Child in a Physical Education Class." Apr.: 79.

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49. Ersing, Walter F. "Current Directions of Professional Preparation in Adapted Physical Education." Oct.: 78.

50. Franklin, Janice Carrie. "Blowing Games for Asthmatic Children." Sept.: 77.

51. Hamilton, Alicita, Pride Anderson, and Karol Merten. "Learning to Talk While Developing Motor Skills." Apr.: 80.

52. Hill, Dickie. "Creating Confidence Through a Consistent Image." Jan.: 34.

53. Inbar, Michael. "Socialization Effect of Game Playing on Preadolescents." June: 49.

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3 **A Bibliography of Surveys in Physical Education and Recreation Programs for Impaired, Disabled, and Handicapped Persons.** Washington, D.C.: IRUC, October 1973. 18 pp.

4 **A Catalog of Federal Assistance Relating to Recreation and Physical Education for the Handicapped.** Washington, D.C.: IRUC, July 1973. 104 pp.

5 **Competitive Athletic Programs for Impaired, Disabled, and Handicapped Persons.** Washington, D.C.: IRUC, April 1973. 20 pp.

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1172 Larry L. Neal, Editor. **Leisure Services: Selected Surveys of Services for Special Groups.** Eugene, Oregon: University of Oregon, Department of Recreation and Park Management, 1970. 87 pp.

1173 Ernest V. Blohm. **Proceedings: The 10th State Institution Recreation Conference.** Lansing, Michigan: Department of Conservation (Recreation Services Division). October 1967. 58 pp.

1174 Linda Fender. **Aquatic/Swimming Orientation Manual.** Bethany, Oklahoma: Children's Convalescent Hospital, January 1975. 29 pp.

1175 Jim McAvaddy. **An Adaptive Program for Intramurals.** Edison, New Jersey: Middlesex County College, 1972. 13 pp.

1176 Jim McAvaddy. **Facility Consideration for Handicapped Intramural Participants.** Edison, New Jersey: Middlesex County College, 1973. 9 pp.

1177 **Expanding Physical Education Services to Pupils With Handicapping Conditions: Summary Report.** Madison, Wisconsin: Department of Research and Development, Department of Specialized Educational Services, Madison Public Schools, September 1974. 64 pp.

1178 Violet Jane Pauls. **The Status of Intramural Programs for the Handicapped in the Member Schools of the National Intramural Association: Guidelines for the Development of a Program.** Master's thesis. Tempe, Arizona: Arizona State University, 1973. 56 pp.

1181 Jean Calder (Editor). **Discover: Special Issue Playgrounds.** Brisbane, Australia: Australian Council for Health, Physical Education, and Recreation (Special Interest Section Exceptional Members of the Community), September 1972. 82 pp.

1186 Cooper, Walter and Toni Heinze. **Mississippi Special Olympics: Special Events Manual.** Hattiesburg, Mississippi: Mississippi Special Olympics (Box 5174, Southern Station), April 1974. 27 pp.

1188 **Sequenced Instructional Programs in Physical Education for the Handicapped.** Los Angeles, California: Los Angeles City Schools, Special Education Project (Project No. 142709) 1973. 390 pp.

1189 Patricia S. Horton. **Development of a Swimming Program for a Children's Developmental Clinic Applied Project in Physical Education.** Athens, Georgia: University of Georgia, Physical Education Department, 1973. 112 pp.

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A limited number of abstracts of materials dealing with various aspects of physical education, recreation, sport, and related activity areas for special populations is available from AAHPER/IRUC. These abstracts are in lots of one hundred and include information about professional, child use, research, and audiovisual materials. Each category of abstracts is color-coded for ease of identification and use. As long as the supply lasts these abstracts may be obtained for $5.50 for a set of 100 and $8.50 for two different sets of 100 each. Submit orders for these abstracts to AAHPER/IRUC, 1201 16th Street, N.W., Washington, D.C. 20036. Use master order form below for obtaining abstracts.

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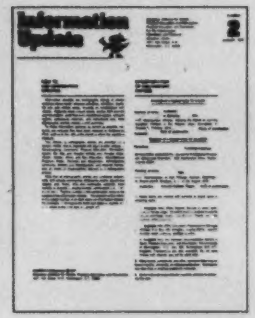

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IRUC Briefings

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VOLUME 3, NO. 1 OCTOBER 1977

Competitive Sports for Cerebral Palsied

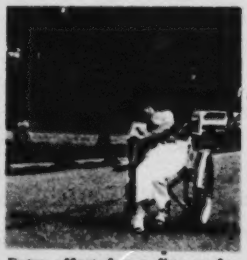
Second Midwest Games A Success

Ray E. Clark
Parks and Recreation Department
Detroit, Michigan

On June 24, 1977, at 1:00 p.m., the voice on the P.A. system said, "start bowling" and the 2nd Midwest Region Cerebral Palsy Games were started. This was the start of two days of tough competition, as well as smiles and fun.

The competition saw participants from four states and Canada compete in twenty-two different events. Men and women competed separately in seven classes ranging from Class I for electric wheelchairs, to Class VII for those on their feet. The competition was tough, with as little as .1 of a second and inches separating first and second places. The near 200 lb. lift in weight lifting to the 9.1 seconds in the Class VII 60 yard dash, highlighted the skill and determination of the participants. Win or lose though, everyone's excitement from just participating was always present.

Sports participated in included: *Field Events* (Shotput, Discus, Club, Softball Throw, Javelin); *Track Events* (40 yd., 60 yd., 440 yd., Slalom, Prognastic Slalom, Shuttle Relays); *Precision Events* (Club, Softball, Javelin); *Swimming Events* (Back Stroke, Breast Stroke, Free Style); *Other Events* (Weight Lifting, Bowling, Billiards, Table Tennis, Archery, Pentathalon).



Extra effort for a fine performance in the Class I 440-yard dash.

A functional classification system was used for each event. Each individual was assigned a dominant class, but he/she could, because of individual situation, be in a different class for some events. Over all, the functional and event approach brought a high degree of competitiveness to the Games. The seven classification levels were:

Class I: Quadriplegics who are so severely disabled that an

(Continued on page 5)

ROOTS: Saga of Success

Vermont's 'Recreational Outdoor Opportunities To Succeed'

by Shelia Bergin
Adapted Physical Education Teacher
Eldred School
Vermont State Hospital
Waterbury, Vermont 05676

ROOTS (Recreational Outdoor Opportunities to Succeed) is an outdoor education program involving twenty-three youngsters from the Vermont State Hospital. Now in its second summer, ROOTS has become an integral portion of the year-round Adapted Physical Education program of Eldred School, Vermont State Hospital's educational facility.

The children and adolescents involved in ROOTS have often been thought of as incapable of participation in the kinds of activities presented in the program. They have been called autistic, severely emotionally disturbed, and/or mentally retarded, and unique difficulties are encountered when working with them.

Most of the students have poorly developed language skills; some are non-verbal; others engage in perseverative, echolalic, or generally inappropriate speech. Bizarre behaviors such as rocking, hand flapping, or hand staring must also be dealt with in order to effect the learning of any skill. Acceptable social interaction with other children or with adults is another area in which these students are especially lacking. They must be taught to cooperate within a group setting, through the introduction of activities requiring sharing, taking turns, and assisting others.

The majority of the students in ROOTS have a poor sense of body awareness, and the learning of physical skills is usually a slow process. The youngsters have much difficulty in responding to directions, especially when movement of body parts or positions in space are involved. Imitation skills tend to be poorly developed, and instructional methods must be modified in order to deal with this problem. However, as a result of simplified verbal instructions, manual manipulation, and much practice, these students have shown that they are capable of remarkable physical feats.

During the summer months, children and adolescents from the Youth Treatment Center and other wards of the hospital are housed at Rev. Louis Logue Camp, a residential facility located in wooded hills a few miles from the hospital. This is the base for ROOTS, although many of its other activities take place in various sections of northern Vermont and the Green Mountains.

The summer physical education program is conducted five days a week, and approximately seventy-five percent of the student's physical education time is spent in the ROOTS program. Because of a wide range in ages (8 to 23) and abilities, only two to four students attend classes at one time. Organized activities in which youngsters participate are partly determined by individual needs and abilities; however, no student is denied participation in any activity. If physical or medical conditions prevent participation, alternate forms of activities are provided for the student.

ROOTS was initiated in June of 1976, marking the first summer during which an organized physical education and recreation program was provided for students. Funded by Title I, the summer program was conceived primarily as a means to maintain skill levels attained during the regular school year. However,

(Continued on page 6)

White House Conference Alternative Report

Dissatisfied Delegates Take Stand

The White House Conference on Handicapped Individuals, held May 23-27, 1977, at the Sheraton Park Hotel in Washington, D.C., was long-anticipated by disabled Americans as their opportunity to present a unified report to the President and Congress on the status of disabled persons and what the future should/could hold. The very symbol of the White House Conference, an interlocking circle of people, represents this common interest, strength, and harmony among disabled individuals, with their outstretched arms symbolic of openness and sharing among conference delegates.

Not all delegates felt part of this unity, openness, and harmony. By Wednesday morning posters began to appear announcing a meeting of "*dissatisfied delegates,*" for that afternoon. Approximately 400 delegates (out of a total of 2,500) assembled for the meeting. Dissatisfaction centered around four main areas:

- There seemed to be an overabundance of professional providers of services who were delegates and dominated the Conference.
- The rigid, computerized structure of the Conference was interpreted by many as perpetuating the traditional custodial approach toward handicapped individuals.
- Statements to the press by Jack Smith, executive director of the White House Conference, were interpreted as indicating his feelings that handicapped people were not sophisticated enough to determine their own needs; "*experts*" were needed to help handicapped participants set priorities.
- Issues presented in official White House Conference workbooks were not felt to have been formulated at a level that meaningfully involved handicapped consumers.

Procedures for running the Conference were particularly objectionable to those present at the Wednesday meeting. Delegates to the Conference had the task of prioritizing 3,500 separate recommendations that had been determined at 56 state and territorial White House Conferences. Dissatisfied delegates contended that, even at the state level, long lists of issues and numerous awareness papers were given to them; they were subsequently polled on these issues. Freedom of choice concerning what was discussed and what eventually became an "*issue*" for the national conference was limited from the start, according to these delegates.

Dissatisfied delegates quickly decided to form a committee and submit their own report on the White House Conference. The delegates called themselves Representatives of the Handicapped for an Alternative Conference Report. Their committee, chaired by Kenneth Jernigan, president of the National Federation of the Blind and a delegate from Iowa, included 19 members—3 blind, 2 deaf, 3 in wheelchairs, 3 former mental patients, 2 epileptics, 2 cerebral palsied, 1 amputee, 1 learning disabled, and 1 parent of a handicapped individual.

After meeting late Wednesday the committee drew up several recommendations which were voted upon at a general meeting Thursday. Among their specific recommendations were:

- Require that at least 50% of the membership of all policy-making bodies be handicapped individuals or, where appropriate, parents of handicapped consumers, for the body to have "*meaningful consumer representation.*"
- Establish an adequate staff (at least 1,000 people) in the Departments of Labor and HEW to enforce Section 504 of the Rehabilitation Act of 1973.
- Stress the concept of "total environmental design," which implies usability rather than just access and design for use by everyone, through (1) upgrading the Architectural and Transportation Barriers Compliance Board, (2) creating state consumer monitoring bodies, and (3) requiring refresher programs for design professionals.
- Overcome communication barriers, the highest priority problem at this time.
- In Public Law 94-142 put more emphasis on each child's right to an appropriate educational setting, whether this be a regular class, special class, or residential facility.
- Provide arts education and recreation experiences for all handicapped children in public schools or separate school programs.

Specific details on these recommendations, as well as many other issues raised by Representatives of the Handicapped for an Alternative Conference Report may be found in *Alternative Report of the White House Conference on Handicapped Individuals*, available from White House Conference on Handicapped Individuals, 1832 M Street, N.W., Suite 801, Washington, D.C. 20036; or, National Federation of the Blind, 1346 Connecticut Avenue, N.W., Suite 212, Washington, D.C. 20036.

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November 1974

Two video tapes of a planned four part series are now available for rental.

Tape # 2: The Initial Interview. This program is a recording of an actual counseling interview between an avocational counselor and a client. The client is a middle-aged man with a long history of hospitalization in mental institutions. He is presently attending an adult day care program. Showing time: one hour.

Tape # 4: New Techniques For Exploring Avocational Possibilities. This program is a description and demonstration of two new tools developed for assisting individuals in exploring and choosing avocations. The Avocational Plaque Sort is described in detail and suggestions for use in different kinds of situations with a variety of clients are offered. The Avocational Picture Card Sort procedure for exploration of avocational possibilities is demonstrated in an actual situation, with a client completing the card sorting procedure with a counselor. Showing time: 43 minutes.

Instructor's Guides are furnished with both tapes.

The avocational counseling video tapes are # 50 in the Milwaukee Media for Rehabilitation Research Reports series. This series is published by the Research Department of the Curative Workshop of Milwaukee, and the Rehabilitation Counselor Education Program of the University of Wisconsin-Milwaukee. Series Editors: Robert P. Overs, Ph.D. and Ann B. Trotter, Ph.D.

The two tapes are loaned as a unit. The fee to cover mailing and handling costs is $5.00 plus return postage. The tapes may be shown any number of times over a reasonable period of time for this price.

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VIDEO TAPE and 16 mm COLOR SOUND FILM on Public Attitudes Toward the Physically Disabled, December 1973

This is a discussion by a group comprised mostly of severely physically disabled individuals who describe the problem of public attitudes in terms of their own experiences. Most are college graduates, some with advanced degrees. The tape was made for and shown on a local educational TV station with a professional moderator.

The video tape was made as the culmination of a four month seminar in which the group participated. A different consultant from several of the humanities met each week with the group to discuss attitudes toward the disabled as reflected in theatre, music, literature, theology, philosophy, medieval history, and 19th century English history. The project was carried on by the Research Department of the Curative Workshop of Milwaukee under a grant from the Wisconsin Humanities Committee.

Although not designed for this purpose, the film was effective in influencing employer attitudes, as 34 placements of disabled clients were made after receiving telephone calls from employers who had viewed the film.

We believe that this 90 minute program is highly effective in improving public attitudes toward the severely physically disabled. These are a charming group of bright, articulate people who really get across the idea that severely disabled people can be highly productive and nice people to know as friends.

This is number 14 in the Milwaukee Media for Rehabilitation Research Reports series. The fee to cover mailing and handling costs is $10.00 plus return postage. The film may be shown any number of times over a reasonable period of time for this price. If you wish to schedule the film by telephone, call us at (414) 257-5145 or 257-5144. Please make checks payable to: Curative Workshop of Milwaukee.

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** These two film sizes are available on three reels for limited time slots:
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Reel 3, 45 minutes, employment

December, 1974

ABSTRACTS OF SOCIOLOGICAL STUDIES OF OCCUPATIONS by Robert P. Overs, Ph.D. and Elizabeth C. Deutsch, 1968.

Rivised edition of Abstracts of 100 Sociological Studies of Occupations by Robert P. Overs, Ph.D. and Elizabeth C. Deutsch.

These are three to six page mimeographed abstracts of 100 sociological studies of occupations selected from a working bibliography of 796 sources. Selections were drawn from the entire range of the occupational hierarchical structure and were also selected to illustrate various methodological approaches to the study of occupations.

The abstract format begins with a brief Description of the article. This followed by Implications for Counseling. The next headline, Scope, refers to the boundaries of the occupation covered. A paragraph on Methodology notes the sources and methods of data gathering. When the particular methodology warrants, an additional paragraph headed Cautions is inserted. Theoretical Orientation is a statement describing the relationship of certain sociological concepts upon which the author bases his study.

Specific abstracts may be located by a Table of Contents arranged in D.O.T. order, or by separate title, author or subject indexes. The abstracts may be kept in bound copy form or separated and each abstract filed in a separate occupational file folder.

References:

1. Overs, Robert P. and Deutsch, Elizabeth C. "Sociological Studies of Occupations," Personnel and Guidance Journal, Vol XLIV, No. 7.
2. "The Many Faces of Work," Occupational Outlook Quarterly, Vol. 9, No. 4 (December, 1965).
3. Overs, Robert P. "Sociological Studies of Occupations," Letters and Comments Section of Personnel and Guidance Journal, Vol. XLII, No. 8 (April, 1965), p. 819.

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37

Guide to Avocational Counseling: Tools, Techniques and Delivery of Service Systems

Title or Source	Author	Price*	Order From	Telephone	Content
Avocational Counseling Manual (in press)	Overs, Taylor, Adkins	?	Nat. Rec. & Park Assn. 1601 North Kent Street Arlington, VA 22209	(703) 525-0606	A general textbook on how to do avocational counseling with descriptions of avocational interest measurement instruments and with case counseling examples.
Avocational Activities for the Handicapped: A Handbook for Avocational Counseling	Overs, O'Connor, DeMarco	$ 9.95	Charles C. Thomas 301-327 E. Lawrence Ave. Springfield, IL 62717		Descriptions of activities. Coded Impairment Tables to show whether a person with certain types of impairment could perform the activity.
Avocational Activities Inventory	Overs	$ 1.00	Rec. & Adult Ed. Div. Milwaukee Public Schls. 5225 W. Vliet Street Milwaukee, WI 53208	(414) 475-8190	Systematic coded classification system for activities. Lists about 800 categories.
Avocational Activities File Labels	Overs	$ 3.00	Rec. & Adult Ed. Div. Milwaukee Public Schools 5225 West Vliet Street Milwaukee, WI 53208	(414) 475-8190	Easy way to set up your own community resource file using the classification system above.
Avocational Counseling in Milwaukee	Overs, Taylor, Adkins	$ 1.00	Research Department DePaul Rehabilitation Hosp. 4143 South 13th Street Milwaukee, Wisconsin 53221	(414) 475-8645	Report of the avocational counseling of 110 disabled clients. Describes tools and techniques developed, and followup outcomes.
Avocational Title Card Sort	Overs, Page	$10.00	Vocational Adjustment Dept. Medical Center Rehab. Hosp. Box 8202 University Station Grand Forks, ND 58202	(701) 772-8141 ext. 141	Names of activities are given on separate cards which clients sort into liked and non-liked piles. Average reliability on the three sections ranged from 81% to 95%. Administration time about 30 minutes.

* Usually does not include postage

Title or Source	Author	Price	Order From	Telephone	Content
Avocational Counseling Video Tapes - "The Initial Interview" and "New Techniques for Exploring Avocational Possibilities"		rental fee: $5.00	Media Resources Center UW-M Library Univ. of Wisc.- Mil. Milwaukee, WI 53201	(414) 963-4673	
Leisure Activities Blank	McKechnie	see content column	Consulting Psychologists Press 577 College Avenue Palo Alto, CA 94306	(415) 326-4448	Specimen set ---------- $4.25 Manual ---------- $4.00 25 Test Sheets ---------- $3.50 25 Profile Sheets ---------- $3.00 Set of Plastic Scoring Stencils ---------- $8.50
Mirenda Avocational Interest Finder	Mirenda	see content column	Rec. & Adult Ed. Division Milwaukee Public Schools 5225 West Vliet Street Milwaukee, WI 53208	(414) 475-8190	Sample manually scored booklet ---------- $ .30 Sample computer scored answer sheet ---------- $ .30 Completed answer sheets scored, Milwaukee residents ---------- $2.50 non-residents ---------- $3.50
Constructive Leisure	Edwards	see content column	Constructive Leisure 8330 West 3rd Street Los Angeles, CA 90048	(213) 651-5252	You've Got To Find Happiness: It Won't Find You ------ $5.00 Wurtz - Edwards Activity Survey ---------- $1.00 Constructive Leisure Questionnaire ---------- $5.00 Leisure Counseling Techniques ---------- $6.50

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5A	Avocational Activities Inventory—Revised 11/71	$1.00	
5B	Guide to Avocational Activities - Discontinued, revised edition published by Charles C. Thomas Co. under the title Avocational Activities for the Handicapped, A Handbook for Avocational Counseling. May 1974, $9.95	Order should be sent directly to the Charles C. THomas Co.	
5C	Avocational Activities File Labels—March 1972	$3.00	
5D	Avocational Counseling in Milwaukee—May, 1974	Free	
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The MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS are published by the Research Department of the Curative Workshop of Milwaukee and the Rehabilitation Counselor Education Program of the University of Wisconsin-Milwaukee. Series Editors: Robert P. Overs, Ph.D. and Ann B. Trotter, Ph.D.

1. Planning Rehabilitation Needs, T.S. Allegrezza and Robert P. Overs, Ph.D.
Describes methods of estimating incidence and prevalence of disability including application of national estimates to local areas. Suggests 3 methods of predicting future needs: 1. projecting population growth; 2. projecting agency growth; and 3. adjustment or these projections by staff experience. 12 pp. + bibliography.

2. The Theory of Job Sample Tasks, Robert P. Overs, Ph.D.
Summarizes theoretical aspects of VRA Project 412, "Obtaining and Using Actual Job Samples in a Work Evaluation Program." Discusses measurement accuracy vs. meaningfulness, degree to which an actual job sample resembles an industrial job, standardized tests vs. job samples, norms, time study, percentile rank and standard scores, skewed distributions of scores, reliability, validity, and quantitative vs. clinical appraisal. 24pp. + bibliography.

3. The Implication of Modern Suicide Inquiry for the Rehabilitation Counselor, Jean H. Wright and Ann B. Trotter, Ph.D.
Reviews psychoanalytic and sociological theories of suicide. Discusses clues to suicide, including demographic and ecological data. Considers techniques for suicide prevention which subsumes treatment of depression and suicide prevention facilities. Suggestions for counselors include: role in suicide prevention, question of right to interfere and how counselor can act in suicide prevention. 80 pp. + bibliography.

4. Attitudes Toward Mental Illness: A Review of the Literature, Helen L. Swain
Reviews the literature describing the attitudes of staff personnel in mental institutions and attitudes among the general public. Discusses the literature regarding change in attitudes toward mental illness. 35 pp. + bibliography.

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5A. Avocational Activities Inventory (Revised), Robert P. Overs, Ph.D., editor
Patterned after the D.O.T., the Inventory is designed to systematically classify and code avocational activities. There are 9 major categories subdivided into 819 three-digit entries. Permits computer data handling. 42pp. + index.

5C. Set of Avocational Activities File Labels, Robert P. Overs, Ph.D., editor
Designed for setting up a vertical file to hold information about avocational activities, classified and coded according to the Avocational Activities Inventory (see item 5A above). Includes 828 file labels, with separate codes and titles to identify specific activities so information relating to the activity can be filed in prelabeled folder. 28 mimeographed gummed and perforated pages + instruction sheet.

5D. Avocational Counseling in Milwaukee, Robert P. Overs, Ph.D., Sharon Taylor, M.A., and Catherine Adkins.
Describes a one year R & D project in avocational counseling with 122 handicapped clients. Reports on client characteristics, avocational choice exploration, no. of client and collateral contacts and time study of counseling. Describes 6 avocational interest inventories developed by others and 5 instruments developed during project for improving avocational choices. Details community avocational activities in which clients placed and interview followup of clients 1-to-6 months after counseling. 147 pp. with index.

5F. Avocational Title Card Sort, Robert P. Overs, Ph.D. and Charles M. Page, Ph.D.
Designed to assist clients in making avocational choices. Based on AAI classification system (see 5A above). The title of each of over 700 avocational activities is printed on a separate card. Clients first select from 9 major groupings, then from subgroups, then actual activities liked. Administration time 30-60 minutes. Mean test-retest reliability for 50 subjects is 95% for major groupings of 9 choices, 89% for subgroupings and 81% for final choice. Kit includes complete instructions and 10 scoring sheets.

11.

Includes a quantitive summary of 76 follow-up studies completed between 1957 and 1970.

154 pp. with 85-page narrative, 10-page summary with implications, 77 tables, 118-item bibliography, 35-page appendix, author, subject, and RSA project number indexes.

12. Educating Stroke Patient Families, Robert P. Overs, Ph.D., and John R. Healy

This is the final report of SRS Grant No. RD-2537 (new numbering system 15-P -55211/5-03) and describes a four year project of which two years were an intensive counseling/casework demonstration with stroke patients and their families. Patients were alternately assigned to an experimental and control group and only the experimental group received intensive counseling. A comprehensive follow-up of 88 families measured differences between the groups on a newly constructed activities of daily living inventory, comparisons on performance of household tasks and extent of avocational activities, attitudes, and changes in family roles. The report is in three volumes and includes a report on the outcome of the demonstration, extensive material on attitudes, performance of household tasks, and family roles. Volume III is comprised of an annotated bibliography of 26 movies about strokes, an annotated bibliography of stroke related publications and a 316 entry regular bibliography. A summary of this report appears as a chapter entitled, "Stroke Patients: Their Spouses, Families and the Community," in Cobb (ed.) Medical and Psychological Aspects of Disability, Charles C. Thomas, Springfield, Ill. 1973.

13. Milwaukee Rehabilitation Library File Labels (MRLCS), Robert P. Overs, Ph.D., editor

Designed to help set up a small professional rehabilitation library based on the Milwaukee Rehabilitation Library Classification System (MRLCS) which has been developed over a period of 4 years. Includes two sets of perforated gummed labels, one for library shelves and one for a vertical file. There are 37 color coded labels for file dividers and major categories and 188 subcategory labels. Also includes installation instructions and 2 copies of the complete classification system.

13A. Psychological Abstracts File Labels.

Based on the Psychological Abstracts classification system. Decimal numbering system added, so that additional categories can be easily added. Two sets of printed, perforated, color coded, gummed labels provided; one for a vertical file; one for labeling library shelves. Labels supplied for 17 major categories; 48 subcategories plus labels for file dividers. Complete instructions for setting up vertical file. Also includes two copies of the complete classification system and suggestions for organizing library.

14. Video tape or 16 mm color sound film on Public Attitudes Toward the Physically Disabled, December 1973

This is a discussion by a group comprised mostly of severely physically disabled individuals who describe the problem of public attitudes in terms of their own experience. The tape was made for and shown on a local educational TV station with a professional moderator. Write for separate flier for details.

15. An Annotated Bibliography: Awareness: Culture, Poverty and Urban Culture, Bobbie J. Atkins and Ann B. Trotter

Reports on sociological and psychological studies as well as novels which humanistically tell the story of the poor and the oppressed. It shows what the social structure and the culture does to them and how they have coped.

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Scouting Publications

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Handicapped Camporee, No. 27-162

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Scout Handbook, No. 6500

Scouting for the Physically Handicapped, No. 3039

Scouting for the Visually Handicapped, No. 3063

Scouting Magazine, bimonthly publication of Boy Scouts of America; includes *Program Helps* for leaders

Scoutmaster's Handbook, No. 6504

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Staging Den and Pack Ceremonies, No. 3214

These Our Brothers, No. 3631

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Wolf Cub Scout Book, No. 3207

Notes from the Committee on Recreation & Leisure Newsletter

U.S. President's Committee on Recreation of the Handicapped
Washington, D.C. 20210

1973 Number 2

Need a Qualified Professional? -- Consider the ~~Disabled~~ Applicant: Judy Webb Harris, a recent graduate of the recreation and park curriculum at the Univ. of Illinois, is employed as Director of Special Programs for the Handicapped by the Champaign Park District in Illinois. Mrs. Harris is completely paralyzed from the eighth thoracic vertabra on down as the result of neuromyelitis. Nevertheless, she managed to assemble an impressive list of academic accolades during her college days including a 4.627 cumulative point average (on a 5.0 scale). As the Director of Special Programs, she is responsible for developing multiple recreation programs for the cities' handicapped population.

Mountain Climbing for Those Who Can't See; At Least Through Their Eyes: The Colorado Mountain Club, a group of robust hikers, and the Denver Association of the Blind have joined together in a project called "White Cane Hiking". Every month members of the Colorado Mountain Club escort blind hikers through a wilderness of sounds, smells and touches. The hikes are vigorous physical exercise but the blind participants are eager to join in and have proven themselves as worthy companions.

Handicapped Join Together for Fun: Recently, Miss Calligiuri from San Francisco, who has cerebral palsy, was summoned to the White House and honored as the Nation's top volunteer by the National Center for Voluntary Action for her leadership in organizing the "Handicapables". This group was formed by Miss Calligiuri in order to bring recreation opportunities to those handicapped persons who have none. In the last eight years, since the founding of the "Handicapables", the organization has grown to 12 chapters throughout Calif. with 500 members and 1000 volunteers. The volunteers primarily assist in the transportation of those handicapped members with mobility problems. The Handicapables encourage weekly get togethers of their members for fun and recreation.

Handicapped Sportsmen Apply for Congressional Charter: The National Inconvenienced Sportsmen's Association has applied for a Congressional charter. The group has been formed for the purpose of developing and carrying out therapeutic sports activities for the millions of physically and neurologically handicapped individuals who would otherwise have no such opportunities. The NISA is already working on a pilot program for each State to establish regional sports programs which will not only provide inconvenienced sportsmen with activity but will also serve as leadership training centers. For more information write: Jim Winthers, 3730 Walnut Avenue, Carmichael, CA 95608.

Illinois Handicapped Aided by Guide Book: The Dept. of Conservation of the State of Illinois has recently published a guide for the physically handicapped rating the accessibility of the State's 82 parks and 29 historic memorials. In the publication's preface the authors assert that outdoor recreation for the handicapped must be an important element in the total recreation picture of the State. Also, the publication points out that the State is making an effort to insure that all new facilities will be accessible to the nonambulatory. For a free copy write: Dept. of Conservation, Division of Parks and Memorials, State Office Building, Springfield, IL 62706.

1973 Number 3

Interested in Employing the Retarded? -- An Incentive Program Available: The Department of Labor is funding a program whereby participating employers may hire retarded persons and be reimbursed half of the entry wage for the first four crucial weeks and one-quarter of the wage for the second four weeks of employment. If upon completion of this trial period the employer is dissatisfied with the work performance of the new employee, he may unilaterally terminate his employment. This program is administered by the National Association for Retarded Children and is designed to assist employers in identifying areas in which retarded persons can alleviate manpower shortages. Employers in the recreation and park fields might be interested in participating in this program since retarded persons could be employed in many occupations including: animal caretaker, laundry worker, building maintenance, carpentry, clerk, messenger, cook, dishwasher, painter, food service worker, forest worker, ground maintenance, janitor, vehicle maintenance or horticulture aid. For more information contact your local association for the retarded, State vocational rehabilitation office, or write to Mike W. Stumbaugh, National Project Director, NARC, P. O. Box 6109, 2709 Avenue E, East Arlington, TX 76011.

What an Inadequate Word "Handicapped" -- Hire the Able -- Case in Point: A month after her June 1966 graduation from San Jose State College, Mariann Soulak was paralyzed from the 6th thoracic vertabrae on down as a result of an automobile accident. Determined to practice her new career in therapeutic recreation, Mariann proceeded to achieve a high level of rehabilitation, including participation in wheelchair sports. She then went on to earn her masters degree in therapeutic recreation. After serving as Supervisor of Special Services for the King County Parks and Recreation Dept., she accepted a teaching position on the recreation faculty at Eastern Washington State College in Cheney, Wash.

National Professional Recreation Association Includes Handicapped Persons: The National Recreation and Park Association recently published its policy for the employment of individuals in the recreation and park professions. As the major organization of recreation and park employers, this policy is significant. In it the Association states, "all recruiting sources will be advised in writing of the Association's Equal Employment Opportunity policy, requesting that they actively recruit and refer minorities, women, and the handicapped for all vacancies".

New State Committee on Recreation and Leisure Formed: The Utah Governor's Committee on Employment of the Handicapped has established a new Committee on Recreation and Leisure. The Chairman of this standing committee of the Governor's Committee is Mr. Edwin Rawley who is Chief of the Planning and Program Section of the State Department of Natural Resources.

1973 Number 4

Study Reveals Absurd Imbalance: The preliminary draft of a recently conducted study sponsored by a Department of Labor grant indicates that less than 0.5% of the professional staff at municipal recreation and park departments is handicapped! Comparing this percentage with the fact that more than 10% of our Nation's population is handicapped, one can readily see the imbalance that exists in the employment makup of municipal recreation and park departments. The study was undertaken by the American Association for Health, Physical Education and Recreation and Dr. Donald Hawkins of the George Washington University. Copies of the final report have not yet been made available. This newsletter will indicate when and where copies may be obtained when that information is known.

Harold Russell to Appeal to Commissioner-Board Members: Harold Russell, Chairman of the President's Committee, will appear before the Commissioner-Board members branch of NRPA during their National Congress in Washington, D. C. The session is scheduled for Oct. 2, 1973 from 11:00 a.m. until 12:30 p.m. A panel of distinguished Commissioners and Board members will interview Mr. Russell concerning the problems normally associated with hiring the handicapped.

What an Inadequate Word "Handicapped" -- Hire Ability -- Case in Point: After beginning a career in sales Bryan Bannister began to experience difficulty with his eye sight. It was due to a gradual deterioration of the retina which soon rendered Mr. Bannister almost totally blind. Undaunted by his disability, he learned to read braille and began a whole new career. On advice from the Division of Services for the Blind of the State Department of Vocational Rehabilitation Bryan Bannister decided to train to become a massuer. After six months of instruction, sponsored by DVR, he went to work for the YMCA at Roswell, New Mexico as a massuer. Soon he rose to the position of manager and now directs the activities of the club. In order to facilitate his tasks, timers on steam baths, heat lamps and other health club equipment have been all marked in braille.

Local Committees on Recreation for the Handicapped Formed: Three Task Force Committees have been formed under the auspices of the New York State Division for Handicapped Children in Monroe, Westchester and Tompkins Counties. The purpose of the Committees is to deal with the lack of recreational opportunities for handicapped youths that exists in these areas. Their first act was to survey and publicize the existing recreational programs for handicapped people in the three counties. Next, they intend to make local officials aware of the low level of opportunity present and the need to develop recreational efforts that include the handicapped.

Architectural Barriers Law Amended to Include Recreation Facilities: Recently, the Arizona State Legislature enacted into law an amendment to that state's architectural barriers law. The new measure requires barrier free construction in accordance with ANSI 117.1 for, "all public places of entertainment, amusement or recreation, all public places where food or beverages are sold for consumption on the premises, all public places which are conducted for lodging of transients or for the benefit, use, or accommodation of those seeking health or recreation and all establishments which cater or offer their services, facilities or goods to or solicit patronage from members of the general public."

1973 Number 5

Director of NRPA Spends Morning in a Wheelchair. Recently Dwight Rettie, Executive Director of the National Recreation and Park Association, consented to survey the Association's National Headquarters for architectural barriers while seated in a wheelchair. He did this not only to ensure that any handicapped visitor or prospective employee could move about freely in the Association's office building, but also to demonstrate his concern for the problems that architectural barriers create for the handicapped person in all recreation and park buildings and facilities. The survey revealed that a person using a wheelchair could enter the ground level entrance of the building and negotiate most of the interior space with only a few exceptions. The Association intends to inform the building owner about the discrepancies and to work with him to correct them.

Funds Available for Recreation. The Developmental Disabilities Act, Public Law 91-517, is a program of grants for services and facilities for the mentally retarded and persons with other developmental disabilities. The law includes recreation services on its list of "fundable" programs. To date several recreation programs for the developmentally disabled have been funded. These include a summer recreation program, a seminar designed to train interested persons in recreation planning, and the funding of a recreation specialist with a state voluntary health organization. For information write: Division of Developmental Disabilities, Social and Rehabilitation Services, Dept. of Health, Education, and Welfare, Washington, D. C., 20201.

Accessible Cultural Facilities Urged. The National Council on the Arts, the governing board of the National Endowment for the Arts, recently passed a resolution advocating "special provisions for the handicapped in cultural facilities and programs." The statement noted the Architectural Barriers Act of 1968 (Public Law 91-480) a law that requires all structures [illegible] financed in whole or in part by the Federal Government be made accessible to the physically handicapped, and urged private interests not [illegible] by this or similar State legislation to "take the intent of these laws into account when building or renovating cultural facilities."

Student Kits Mailed to Recreation Universities. The Committee on Recreation and Leisure has mailed student resource kits to the over 300 colleges and universities with recreation education programs. The purpose of the kits is to make college students aware of the problems facing the physically handicapped in their attempt to participate in our Nation's university system and to provide them with student supportable projects that can help to overcome these problems. Included in the kits are ideas for a campus survey, and a guide, "Handicapped Awareness Week" or "Advocacy Day" and a cultural festival of the handicapped. Limited copies are available by writing to the Committee on Recreation and Leisure.

1974 Number 6

IRUC PUBLISHES CATALOG ON FEDERAL ASSISTANCE: I.R.U.C., Information Research Utilization Center, a national clearing house on information dealing with physical education and recreation for the handicapped recently announced the availability of a new publication listing federal programs in support of recreation for the handicapped. This 100-page document contains descriptions of thirty-nine programs providing federal financial support for research, training, and technical assistance in physical education and recreation for handicapped persons. Each program was checked with appropriate officials and is described in terms of specific types of assistance provided, purposes for which assistance is available, who can apply, how to apply, and federal officers to contact for additional information about the program. For a copy, write: IRUC, c/o AAHPER, 1201 16th St., N.W., Washington, D. C. 20036, and ask for "A Catalog of Federal Assistance Relating to the Handicapped".

COURT ORDER PERMITS AMPUTEE TO PLAY FOOTBALL: Ron Suemnick, a 17-year old senior at Huron High School in New Boston, Michigan, was preparing to start a varsity game at offensive tackle when the game officials tersely told him he was ineligible and could not play because his artificial leg constituted "illegal equipment". The rule involved is one adopted by the National Football Federation in 1966 which classifies artificial hands, arms, and legs as illegal weaponry on the field. Outraged by the absurd regulation the local school board hired a lawyer and brought the case to court. The judge issued an injunction saying, "to deny him (Suemnick) the right to play due to the enforcement of a rule of dubious legality would not be in the public interest." While this was a legal "first" and Ron was able to finish out the season at offensive tackle, more needs to be done to change this rule.

FIRST NATIONAL CONFERENCE: The National Council for Therapy and Rehabilitation through Horticulture held its first annual meeting at the National Arboretum in Washington, D. C. last month. The Council, only months old, demonstrated a high degree of sophistication in its meeting with nationally renown horticulturists present to discuss the potential uses of horticulture in the rehabilitation and training of disabled persons. In addition, the Secretary of Agriculture, Earl Butz, attended the meeting and gave his support to the aims of the organization. For information, write: National Council for Therapy and Rehabilitation through Horticulture, 5606 Dower House Road, Upper Marlboro, MD 20870.

TRAVEL AGENCIES AND A HOT LINE FOR HANDICAPPED TRAVELERS: Following is a list of travel agencies that offer specialized tours for the handicapped: Evergreen Travel Service, 19429 44th St., Lynwood, WA 98036; Rambling Tours, Inc., P.O. Box 1304, Hallandale, FL 33009; Flying Wheels Tours, P.O. Box 382, Owantonna, MN 55060; Handy-Cap Horizons, 3250 East Loretta Dr., Indianapolis, IN 46227; and Bridge Travel Service, 832 East Bridge Ave., Delray Beach, FL 33444. Also, Pan American Airways offers regular tours to Europe and the Orient for handicapped travelers. For information, write: Pan American, 1219 Main St., Houston, TX 77002. In addition, the Moss Rehabilitation Hospital in Philadelphia has opened a Travel Information Center to help handicapped travelers with information on accessible hotels, tourist attractions, public facilities, national monuments, etc., throughout the world. Their address is: The Travel Information Center, Moss Rehabilitation Hospital, 12th St. and Tabor Rd., Philadelphia, PA 19141. And finally, should you experience trouble with the commercial airlines while on your trip, a "Hot Line" has been set up by the Civil Aeronautics Board in Washington, D. C. to handle your problem. The number is 202/382-7735, and operates from 8:30 a.m. (EST) to 5:30 p.m., Monday through Friday.

1974 Number 8

TRAVEL INSTITUTE IN MAY: The National Recreation and Park Association and The George Washington University are planning to conduct a three day institute on expanding travel opportunities for the handicapped. The sessions will deal with travel psychology and motivation, mobility education for the handicapped, and effective use of travel and tourism services. The dates for the Institute are May 15-18, 1974. For information write: Dr. Donald Hawkins, NTRS Management Institute, 817 23rd Street, N. W., Building K, Washington, D. C. 20006.

ART SHOW FOR THE BLIND: The Northern Virginia Fine Arts Association, aided by a grant from the Virginia Commission for the Arts and Humanities, recently organized "A Touch of Sculpture" art show for both the blind and those who can see. The show was organized in response to other musuems' total neglect of the needs of persons who are visually handicapped. In addition, sighted visitors are given the opportunity to "see" a new dimension to sculpture as they are blindfolded when they enter the auditorium. This is not done to sensitize the sighted to the problems of the blind, but rather, to encourage an appreciation for the tactile qualities of the art objects on display. It is hoped that others will recognize that art appreciation is not limited to the sense of sight and that everyone, including the blind, should be given the opportunity to experience art through the sense of touch.

1974 Number 9

FEDERAL POWER COMMISSION ISSUES NEW POLICY: Charged with the responsibility of regulating the development of recreation facilities on the sites created by hydro-electric power projects the Federal Power Commission has recently issued a new policy directive concerning the construction of facilities on these lands. That policy states, "In order to insure that planning of all recreation facilities at all licensed projects includes consideration of features to facilitate their use by the physically handicapped, it is appropriate that the Commission Statement on General Policy on recreation be ammended. Consideration of the needs of physically handicapped individuals should be one of the responsibilities which the Commission expects the licensee to assume in the planning of project recreation facilities." For more information write: Federal Power Commission, Washington, D. C. 20426.

SCOUTING FOR THE HANDICAPPED IS GROWING: During the National Convention of the Boy Scouts of America in Honolulu it was revealed by the Chairman of the National Advisory Committee on Scouting for the Handicapped that presently there are approximately 225,000 boys registered in 4500 units for the handicapped. This represents a gain of 750 units during the calendar year of 1973! The Chairman noted, however, "We are still a long way from our goal of having a representative two-thirds of handicapped boys in Scouting." For information on these units or how to sponsor one write: Jack Richmond Director, Scouting for the Handicapped, Boy Scouts of America, North Brunswick, NJ 08902.

EXPO '74 - A FAIR FOR THE HANDICAPPED: The Washington State Governor's Committee on Employment of the Handicapped has reported that the only worlds fair to be held in the United States during the decade of the seventies is totally accessible to the physically handicapped. The planners of this exposition have taken the position that public expositions must be accessible to all the public including those who happen to have physical handicaps. For information on Expo '74 write: Expo '74, P. O. Box 1974, Spokane, WA 99210.

BOWLING AND THE HANDICAPPED: Two organizations are presently promoting bowling as a recreational activity for the handicapped. They are: American Blind Bowlers Association, and the American Wheelchair Bowling Association. For information on the first write: Oral Miller, American Blind Bowling Association, 3701 Connecticut Avenue, N. W., Washington, D. C. 20008. The other's address is: Donald Pinault, American Wheelchair Bowling Association, 2635 N. E. 19th Street, Pompano Beach, FL 33062.

CAPTIONING FOR TELEVISION TRIED: With the hope of opening routine television programming to an estimated 13 million hearing impaired individuals in this country the Public Broadcasting System recently aired one of their programs utilizing the experimental "closed captioning" system. This system consists of a decoder that can be attached to any television receiver enabling the viewer to see the spoken dialogue written at the base of the set. If the experiment proves successful, it is hoped that this will lead to routine "closed captioning" of many programs on both commercial and public television systems and to the mass production of the decoders.

NATIONAL PARK SERVICE IS RESPONDING TO THE NEEDS OF THE HANDICAPPED: In addition to their guide book for the handicapped the National Park Service is in the process of renovating both the Jefferson and Lincoln Memorials to permit the physically handicapped to enter. This project is scheduled for completion by 1976. Their guidebook, "National Park Guide for the Handicapped" (Stock No. 2405-0286) is available from the Superintendent of Documents, Government Printing Office, Washington, D. C. 20402, at 40¢ per copy.

1974 Number 10

National Forum Held. The President's Committee and the National Recreation and Park Association co-sponsored a National Forum on Meeting the Recreation and Park Needs of Handicapped People, August 15-16, 1974. The purpose of the meeting was to develop recommendations concerning the problems facing both the handicapped in their attempt to gain recreation participation, and the professional recreators in their attempt to provide services to handicapped people. Delegates included representatives from all phases of the recreation and park profession, representatives from organizations concerned with handicapped people, and the handicapped themselves. Issues discussed by the delegates included segregation vs. integration, the role of the voluntary health agency in recreation programming for the handicapped and how it affects the responsibility of the community recreator, financing programs for the handicapped, the need for specially trained personnel (therapeutic recreation professionals) to conduct recreation programs that serve handicapped people, and several other problem areas, such as insurance, architectural barriers, transportation, etc. The Forum's recommendations on these and other problem areas will be published by the President's Committee in the near future and will be automatically forwarded to newsletter recipients.

Training Program for Handicapped People in Recreation. The Miami Parks and Recreation Department will begin in October an eight week training program designed to qualify handicapped adults for positions as Therapeutic Recreation Specialists within the Department. The accellerated course will teach handicapped trainees skills in arts and crafts, first aid, park management, rules of games and sports, and a knowledge of the philosophy and objectives of public recreation. Upon completion of the course, the graduates will be employed as Therapeutic Recreation Specialists within the Miami Parks and Recreation Department. Financing for this program was obtained through manpower revenue sharing funds made available by the Comprehensive Employment Training Act. For information on this program write: Max Forman, Recreation Program Coordinator for the Handicapped, City of Miami Parks and Recreation Department, P.O. Box 708, Miami, FL 33133.

Design Consultation Available. Theraplan, Inc., is a nonprofit organization created to provide technical planning assistance to qualified organizations for the development of recreation facilities for the handicapped. In addition, Theraplan is developing a national travel guide for handicapped people. This guide will illustrate on conventional road maps the location of accessible hotels, rest stops, restaurants, and public recreation facilities. For information write: Theraplan, Inc., 2301 Timber Creek, Manhattan, Kansas 66502

Funds for Recreation. With the passage of the Vocational Rehabilitation Act Ammendment of 1974 a new source of funding recreation programs for the handicapped is possible. With the new law, Vocational Rehabilitation funds may now be authorized "for operating programs (including renovation and construction of facilities, where appropriate) to demonstrate methods of making recreational activities fully accessible to handicapped individuals." While specific responsibility for this section of the Act and precise funding levels have yet to be determined, information on this program will be available from the Rehabilitation Services Administration, 330 C Street, S.W., Washington, D. C. 20201.

An Information Resource. If you're involved in developing recreation programs for visually handicapped people and are seeking information on the subject, look no further. A comprehensive selected bibliography on this subject has been prepared by Charles Buell for the Association for the Education of the Visually Handicapped. The list contains the titles of books, articles, periodicals, newsletters, films and slides for use in programming for visually impaired persons. Copies may be obtained by writing: Association for Education of the Visually Handicapped, 1604 Spruce Street, Philadelphia, PA 19103.

Physical Abilities of the Physically Handicapped. Would you consider a man who can lift 507 lbs., or a man who can "run" the 100 yard dash in 17.5 seconds, or the mile in 6 minutes, 45.7 seconds, or the marathon (26.2 miles) in 2 hours and 54 minutes physically unfit? Of course not. Well, the men who accomplished these feats are physically handicapped and confined to wheelchairs! They're members of the National Wheelchair Athletic Association. Women in wheelchairs compete too. And their performances are likewise excellent. All the members of the Wheelchair Athletic Association understand that a physical disability doesn't preclude physical fitness. For information on this program and the Paralympics write: National Wheelchair Athletic Association, 40-24 62nd Street, Woodside, NY 11377.

Scouting is for All Boys. The Boy Scouts of America have long recognized the need to include all boys in their programs. For the handicapped boy, this was initially accomplished by establishing separate scouting units. Understanding that this was only a first step the BSA has renewed its commitment to incorporating, to the maximum extent possible, handicapped boys into nonhandicapped units. In order to facilitate this process training guides have been prepared. They're designed to prepare both scoutmasters and nonhandicapped boys to better understand the meaning of disability and the handicapped boys who join their troop. These guides, "Involving Handicapped Scouts," may be obtained by writing: Boy Scouts of America, North Brunswick, NJ 08902.

Organizing to Improve Service. The Task Force on Recreation and Leisure for the Handicapped has formed and begun to meet in Miami, Florida. It's purpose is to provide for the coordination of efforts between public park and recreation agencies and other agencies involved with the handicapped in Dade County to sustain recreation programs for the disabled. In addition to having representation from local voluntary health organizations, public schools, and local recreation and park jurisdictions, the Dade County Committee on Employment of the Handicapped is involved. For information on this group write: Max Forman, Recreation Program Coordinator for the Handicapped, City of Miami Parks and Recreation Dept., P.O. Box 708, Miami, FL 33133.

1974 Number 12

Recreation Ideas for Blind People: If you're seeking information on how to plan and design play areas for blind children a very fine discussion of that topic was contained in the November 1974 issue of "The New Outlook for the Blind." For a copy write: American Foundation for the Blind, Inc., 15 West 16th St., New York, NY 10011. In addition, the new AFB catalogue, "Ideas for Better Living" is also available from the same address. This catalogue lists tools, instruments, kitchen devices and a good assortment of games and sports equipment that all have tactile markings for the blind.

Bowling Tournament Set: The Ameriean Wheelchair Bowling Association has announced the dates and site for its 1975 national tournament. Beginning Wednesday, June 25 and ending with an awards banquet Sunday, June 29, more than 100 bowlers are expected to compete for $5,000 in prize money! This year's tournament will be held in Alexandria, Louisianna. For information write: American Wheelchair Bowling Assn., 2635 N.E. 19th St., Pompano Beach, FL 33062.

Horticulture as a Hobby or a Vocation: For nearly three years the National Council for Therapy through Horticulture has been promoting the use of horticulture as both a constructive pursuit and a potential source for employment. During their existence, they have seen several horticultural training facilities, mostly for the retarded, established. The most recent one is located in Clearwater, Florida, and was started by the Upper Pinellas Association for Retarded Children. This new Center's objective is to train clients in nursery and ground maintenance practices as well as the production and sale of plants. For information on horticulture as a hobby or a vocation, write: National Council for Therapy Through Horticulture, 5606 Dower House Road, Upper Marlboro, MD 20870.

1974 Number 13

Designing Recreation Areas to Include Handicapped People. Several issues ago this newsletter reported that the Department of Housing and Urban Development had funded a research study whose purpose was to develop exterior site design criteria for physically limited people. This study was conducted by the American Society of Landscape Architects Foundation and has now been completed. Its findings are contained in an 82-page booklet which covers accessible design considerations for: playgrounds, campsites, picnic areas, trails, spectator areas, boating and fishing facilities, swimming areas including pools, and much more. In addition to design specifications, the booklet discusses other pertinent subjects, such as: cost/benefit of barrier free construction, laws, codes, and population data. Copies of the study cost $2.30 and may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Ask for Barrier Free Site Design, stock number 023-000-00291-4.

Sports 'N Spokes. Sounds like a good title for a magazine dealing with sports activities for handicapped people, doesn't it? Well, it is that and much more! Sports 'N Spokes is a new magazine whose purpose is to educate both the general public and handicapped people themselves as to the value recreation and sports activities holds for handicapped people. With the proliferation of new recreation organizations for the handicapped occurring the magazine also hopes to help publicize these new groups' existence and events, thereby encouraging those handicapped people not involved in recreation to become involved. Sports 'N Spokes is the brainchild of Nancy and Cliff Crase, who are both familiar names to anyone associated with wheelchair athletics. Subscription fee is $4.00 annually and the address is: Sports 'N Spokes, 6043 North Ninth Avenue, Phoenix, AZ 85013

Bicentennial Arts Festival Planned. The New England Therapeutic Recreation Society's Newsletter reports that plans are now being made to conduct a National American Revolution Bicentennial Creative Arts Festival for the Handicapped. The dates for the event are January 1 to July 4, 1976. The Festival will provide a medium of expression for handicapped people to express themselves on "How it feels to be an American." For information write: Richard Stracke, Chief of Recreation Therapy, Kansas City VA Hospital, Kansas City, MO 64128.

1974 Number 15

A Bicentennial for All: In cooperation with the American Revolution Bicentennial Administration a flyer has been prepared and mailed to every bicentennial commission in the United States. The flyer reminds those responsible for organizing bicentennial celebrations about the need and importance of including considerations for handicapped people when planning public activities. The brochure's introductory panel recalls Stephen Hopkins' words as he affixed his name to the Declaration of Independence, "My hand may tremble but my heart does not." Stephen Hopkins was a delegate from Rhode Island whose hand trembled from cerebral palsy. For a copy of the flyer write: Committee on Recreation and Leisure, President's Committee on Employment of the Handicapped, Washington, D. C. 20210.

Cultural Festival Planned. The next Annual Meeting of the President's Committee on Employment of the Handicapped will begin with a gala Festival of the Arts the evening of April 28, 1976. It will feature top name entertainers who have a disability. During the next two days, April 29 and 30, 1976, the theme of arts, recreation and leisure for handicapped people will be carried throughout the meeting. One of the planned activities will be a Cultural Festival of the Handicapped. It will consist of exhibits and demonstrations in the Washington Hilton Exhibit Hall. We hope to have all possible leisure pursuits of handicapped people represented. If your organization has art or craft objects created by handicapped people or is active in sports, travel, or social activities designed to bring leisure activities to the handicapped and would like to share these activities with others during the meeting, please write: Committee on Recreation and Leisure at the above address.

Survey Begun. The National Recreation and Park Association and the Committee on Recreation and Leisure have begun to survey selected recreation, hospitality and tourism employers for the purpose of ascertaining existing problems, practices and potentials of employing handicapped people in these fields. Once the data is collected, analyzed and prepared its availability will be announced in the Newsletter.

1974 Number 16

ARTS AND THE HANDICAPPED: With a grant from the National Endowment for the Arts, the Educational Facilities Laboratories has prepared an excellent guide to planning art exhibits and museums for handicapped people. In the guide's forward the Chairman of the National Endowment for the Arts, Nancy Hanks, tells us, "This book is all about the creation of cutural facilities and programs for all the people called handicapped. ... It is an outgrowth of the Endowment's commitment towards helping to increase the accessibility of the arts to the handicapped." This 78 page guide lists accessible and innovative programs in museums, nature centers, trails, community service centers and schools. Copies are available at a cost of $4.00 by writing: Education Facilities Laboratories, 850 Third Avenue, New York, NY 10022. Ask for Arts and the Handicapped.

THE COURTS REINSTATE ATHLETE: Acting on the American Medical Association's recommendation that a person who has only one pair of vital organs be disqualified from participating in a contact sport, Ohio University refused to allow freshman Mike Borden to continue as a member of the school's junior varsity basketball team. Mike is blind in one eye. The local chapter of the American Civil Liberties Union immediately filed suit on his behalf. The Court has issued a temporary injunction permitting him to play on the team. When the case comes to trial Section 504 of the Vocational Rehabilitation Act will be the point of law argued. It states that no handicapped person shall, because of his handicap, be descriminated against in any program or activity receiving federal funds. For information on the case write ACLU, 203 East Broad St, Columbus, OH 43215. By the way Mike,scored 22 points in his first game.

BOSTON 200: The City of Boston has prepared itself admirably for the bicentennial year. In addition to compiling an excellent guide for the handicapped to the cities historic, recreation and commercial facilities the vast majority of Bicentennial exhibitions will be barrier free. In addition, The Freedom Trail now has curb cuts, and 25 buses are to be equipped with hydraulic lifts and will shortly be introduced in the public transit system. For a copy of their guide (its also available in braille and on cassette) write: Boston 200, One Beacon Street, Boston, MA 02108.

1976 OLYMPIAD FOR PHYSICALLY HANDICAPPED: While over a thousand athletes from all over the world gather in Montreal for the 1976 Olympics, 1,700 handicapped athletes from 70 countries will also be competing for the "gold" in Toronto. The competitors, 1,100 in wheelchairs, 300 amputees and 300 blind are expected to be very close to their Montreal counterparts in performance. For example, a totally blind sprinter from Poland has run the 100 meters in 11.5 seconds; a California paraplegic has bench pressed (lifted) 562 pounds! For information on the Games write: Organizing Committee, 1976 Olympiad for the Disabled, 100 College Street, Room 534, Toronto, Ontario, Canada.

ACCESSIBLE MUSEUMS: On July 4, 1976, the first completely accessible museum, built so from the ground up, will open its doors to all visitors. It's the new Air and Space Museum, part of the Smithsonian Institute in Washington, D.C. Wheelchair visitors will now be able to view the inside of the Apollo 11 space capsule and the Spirit of St. Louis. The blind will be able to hear descriptions of exhibits on tape cassettes. The deaf will receive written scripts of all movies, and audio-visual displays. Elevators have Braille markings; restaurants, rest rooms, and shops will all be fully accessible. In addition, guides knowledgeable in sign language will be available. For information, write to the Smithsonian's Advocate for the Handicapped: Harold Snider, Presentation and Education Division, National Air and Space Museum, Washington, D.C. 20560

WHITE HOUSE CONFERENCE ON HANDICAPPED INDIVIDUALS: In April, 1977 a White House Conference on Handicapped Individuals will be convened in Washington. Leading up to it will be a series of State Conferences on Handicapped Individuals. One of the issues to be discussed at the state and national level will be recreation. Interested persons should contact their State's Governor for information on the State Conferences. The address of the White House Conference is: Director, White House Conference on Handicapped Individuals, 1832 M Street, NW, Suite 801, Washington, D.C. 20036

ART COLLECTION AVAILABLE: The Mississippi Special Olympics, Inc. has announced the availability of a traveling art collection for conventions, meetings, and shows. The collection is comprised of original art work produced for the Special Art Contest held in conjunction with the 1975 International Special Olympics Games. For information on this exhibit and the Art Contest write: Joe D. Cracraft, Mississippi Special Olympics, Inc., Boc 5174 South Station, University of Southern Mississippi, Hattiesburg, MS 39401.

SALUTE TO THE NATIONAL PARK SERVICE: The NPS reports that of its 286 areas, 266 are accessible to handicapped visitors. Some new additions are Roanoke Mountain Campground in Virginia; Kings Mountain National Military Park in South Carolina; Mammoth Cave National Park in Kentucky; and Doughton Park in Virginia. In addition, a very fine handbook has been developed by the Pacific Northwest Region, NPS, which points out how to overcome barriers, both attitudinal and physical in outdoor recreation settings. It was prepared by Jacque Beechel. For information write: National Park Service, U.S. Department of the Interior, Washington, D.C. 20240.

INSTITUTE ON ACCESSIBILITY: This May 5-8 the Third Annual Accessibility/Mobility for the Disabled Institute will be held at the George Washington University in Washington, D.C. It's being sponsored by the National Recreation and Park Association and George Washington University. The latest information on accessibility in tourism, travel and leisure will be shared by Federal Agencies, Consumer Groups, and other National Agencies. For information write: NTRS Management Institute, 817 23rd Street, NW, Room 34, Washington, D.C. 20052

1974 Number 18

National Information Center on Arts and the Handicapped:

The National Endowment for the Arts and the Educational Facilities Laboratories have launched a nationwide information campaign designed to help improve accessibility for handicapped people to the arts. This effort will include a series of three public service commercials to awaken public awareness, a free state-of-the-art pamphlet designed to acquaint interested citizens with the latest advances in the field, a model survey of accessible arts facilities in one state, and a free consumer-demand information service that will continuously supply enrolled members with the materials they need to improve accessibility to the arts for handicapped people. The pamphlet presently available is a report about innovative arts programs and facilities that have eliminated their barriers to the handicapped. It also contains a list of resource organizations and materials. For the pamphlet and other information write: Arts, Box 2400, Grand Central Station, New York, NY 10017.

Information on Playgrounds:

A non-profit corporation has been set up to collect and disseminate information and materials dealing with playground construction for children, including handicapped children. The group, Playground Clearing House, has films, books, posters, bibliographies, and periodicals dealing with every phase of playground construction. Also available is Playpens, their bimonthly publication. It features photographs, diagrams, etc. as well as a question and answer section on playground construction. For more information contact: Playground Clearing House, 26 Buckwalter Road, Phoenixville, PA 19460.

A New Concept from the Old World:

In a magnanimous gesture, Crown Prince Harold of Norway presented President Ford and the American people with a Bicentennial gift of 1 million kroner (over $200,000). The money is to be used to help establish a center in the USA designed to replicate a method of health care now in practice in Norway for its handicapped population. The new Center, called the Vinland National Center, after the name given to North America by the Vikings, will serve two major purposes. The first will be to bring each handicapped resident to his/her optimal level of physical, social and mental health. The second is, to motivate each resident to maintain

Public Hearing Planned·

The Architectural and Transportation Barriers Compliance Board is planning to conduct a Public Hearing on how federal agencies with recreation interests comply with the requirements of the Architectural Barriers Act of 1968 (Public Law 90-480). The ATBC Board was established by the Vocational Rehabilitation Act of 1973 to "insure compliance" of all federal agencies with the Architectural Barriers Act. The Public Hearing is scheduled to be held in conjunction with this year's National Recreation and Park Congress in Boston. The tentative dates for the hearing are October 21-22. For information contact: Lary Allison, Architectural and Transportation Barriers Board, 330 "C" Street, SW - Room 1010, Dept. of HEW, Washington, DC 20201.

July 1976

"To develop employment and participation opportunities in recreation and parks for handicapped people."

Special Edition July 1976

NON-DISCRIMINATION WITH RESPECT TO HANDICAPPED PEOPLE IN FEDERALLY ASSISTED PROGRAMS; NOW, IT'S THE LAW . . . . .

Proposed regulations implementing Section 504 of the Vocational Rehabilitation Act of 1973 were made public by the Department of Health, Education and Welfare in late May. Section 504 states, "No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." This section is the first major statutory civil rights enactment protecting the rights of handicapped people. The language of Section 504 was fashioned after the non-discrimination provisions of the Civil Rights Act of 1964. The purpose of this special newsletter is to review the salient features of these proposed regulations and to consider their expected impact on recreational and sports activities for handicapped youths and adults.

To begin with it's important to understand the administrative structure that will implement this law. The proposed regulations issued by the Secretary of Health, Education and Welfare are primarily designed to govern programs administered by HEW. The secondary purpose of HEW's regulations will be to guide other Federal Departments and Agencies as they develop their own regulations designed to govern the programs that they administer. Executive Order 11914 signed by President Ford on April 28, 1976, clarifies the obligations of each agency to adopt regulations that are consistent with those of HEW.

Therefore, the precedents established by HEW's regulations can be expected to be reflected in the regulations of those federal agencies with recreation interests as well as in all others.

Definitions:

Recipient -- Any state or political subdivision, any public or private agency, institution, organizations or other entity, or any person to which federal financial assistance is extended either directly or through another recipient, but excluding the ultimate beneficiary of the assistance.

Handicapped person -- Any person who: a) has a physical or mental impairment which substantially limits one or more major life activities;
b) has a record of such an impairment; or
c) is regarded as having such an impairment.

Qualified handicapped person -- With respect to services (i.e. recreational) a handicapped person who meets the eligibility requirements for the receipt of such services.

Discrimination Actions Prohibited:

A recipient, in providing any aid, benefit or service, may not on the basis of handicap: 1) deny a qualified handicapped person the opportunity to participate in or benefit from the aid, benefit or service; 2) provide a qualified handicapped person with an aid, benefit or service which is not comparable to that provided to others; 3) aid or perpetuate discrimination against a qualified handicapped person by providing assistance to any agency, organization or person which discriminates on the basis of handicap; or, 4) otherwise limit a qualified person in the enjoyment of any right, privilege, advantage or opportunity enjoyed by others receiving an aid, benefit or service.

The regulations, recognizing the need for special accommodations when providing services to certain segments of the handicapped population, say , "A recipient shall provide aid, benefits or services to handicapped persons in a manner different from that in which they provide to others when such action is necessary to provide qualified handicapped persons with aid, benefits or services which are comparable to those provided to others." The regulations do recognize that the same level of achievement may not be possible but opportunity to attain the same level of achievement must be assured.

In addition, in determining the site of location of a facility, the regulations state, "a recipient may not make selections which have the effect of excluding handicapped persons from, denying them benefits of, or otherwise subjecting them to discrimination." This safeguard and others in the regulations, prohibit the utilizations of buildings and facilities by recipients that are inaccessible to physically handicapped individuals. Further, the regulations set a timetable for program or service accessibility by saying, "a recipient shall achieve program accessibility as expeditiously as possible but in no event later than three years from the effective date of this part." These proposed regulations also direct recipients to develop within six months from enactment of the final regulations a transition plan to achieve accessibility. Some of the features of the transition plan for accessibility must include: 1) identify physical barriers in the recipient's facilities; 2) establish priorities for achieving program accessibility; 3) describe in detail the methods to be used to make the recipient's facilities accessible; and 4) specify the schedule for taking the steps necessary to achieve program accessibility.

Implications for Recreation and Physical Education:

Since these particular regulations are specifically designed to govern programs administered by the Dept. of HEW the slant for physical education and recreation programs is towards the educational setting. Be mindful, however, that the regulations governing all the various federal programs, including those in recreation, must embody the concepts enumerated here. That fact was made clear by the Executive Order cited above.

The regulations state: "In providing physical education and athletics and similar programs and activities to any of its (recipient's) students, a recipient. . . may not discriminate on the basis of handicap. A recipient which offers physical education courses, or which operates or sponsors interscholastic, club, or intramural athletics shall provide to handicapped students equal opportunities for comparable participation in these activities. Physical education and athletic activities offered to handicapped students may be separate or different from those offered to non-handicapped students to the extent that separation or differentiation is consistent with the requirements of 84.35 and is necessary to ensure the health and safety of the students or to take into account their interests."

Concerning timetables for this section the regulations state, "a recipient shall comply with the provisions of this section as expeditiously as possible but in no event later than one year from the effective date of this part." For a complete review of these proposed regulations see pages 20296 to 20380 of the Federal Register dated Monday, May 17, 1976. Comments both supportive or otherwise may be sent to: Director, Office of Civil Rights, Dept. of Health, Education and Welfare, P.O. Box 1909, Washington, D.C. 20013.

For information on the Committee on Recreation and Leisure, including request for this bimonthly newsletter write: Paul Hippolitus, President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022

resources for additional information

A number of national voluntary agencies and organizations, many of which have state and/or local affiliates, publish materials that would be helpful to leaders and Senior Girl Scouts who wish to know more about the disabilities described in this book.

Since titles and prices of publications are subject to change, it is best to write to an organization requesting a copy of its publications catalog. If, in addition, you describe succinctly the kind of information you are seeking and the purpose for which you need it, the organization will be able to judge which of its publications will be most helpful to you.

Visual Impairment

American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

Hearing Impairment

National Association of Hearing and Speech Agencies
1800 H Street, N.W.
Washington, D.C. 20006

Orthopedic Problems and Cerebral Palsy

The National Easter Seal Society for Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

United Cerebral Palsy Associations, Inc.
321 West 44th Street
New York, New York 10036

Cardiac Problems

American Heart Association
44 East 23rd Street
New York, New York 10010

Diabetes

American Diabetes Association
18 East 48th Street
New York, New York 10017

Epilepsy

The Epilepsy Foundation
1729 F Street, N.W.
Washington, D.C. 20006

Mental Retardation

The National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

Emotional Disturbance

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

Braille editions of the four *Girl Scout Handbooks* and large type editions of the *Brownie* and *Junior Girl Scout Handbooks* are available from:

The American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206

Write to them first for prices and instructions for ordering.

A one-year subscription to the *American Girl* magazine in braille is available for $5.00 from:

Clovernook Printing House
7000 Hamilton Avenue
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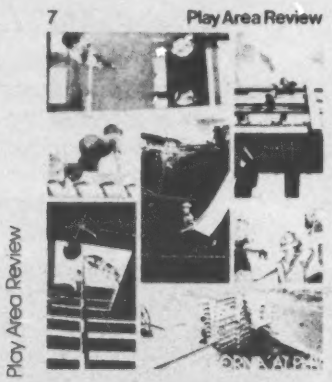
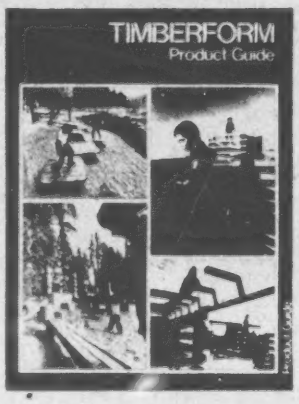
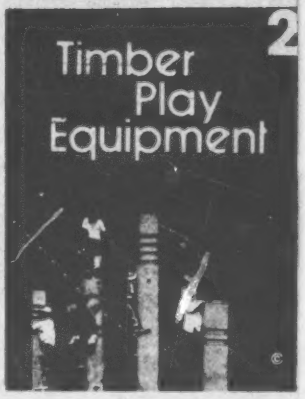
MORE PRODUCT INFORMATION

If you are missing any of the illustrated booklets, catalogs, or Play Area Reviews from your collection, you can receive them by filling out and returning the order form below. Should you so desire, we'll take your order for brochures not yet completed and mail them to you as soon as they are ready. We'll even send along the name of the Columbia Cascade/TimberForm representative nearest you.







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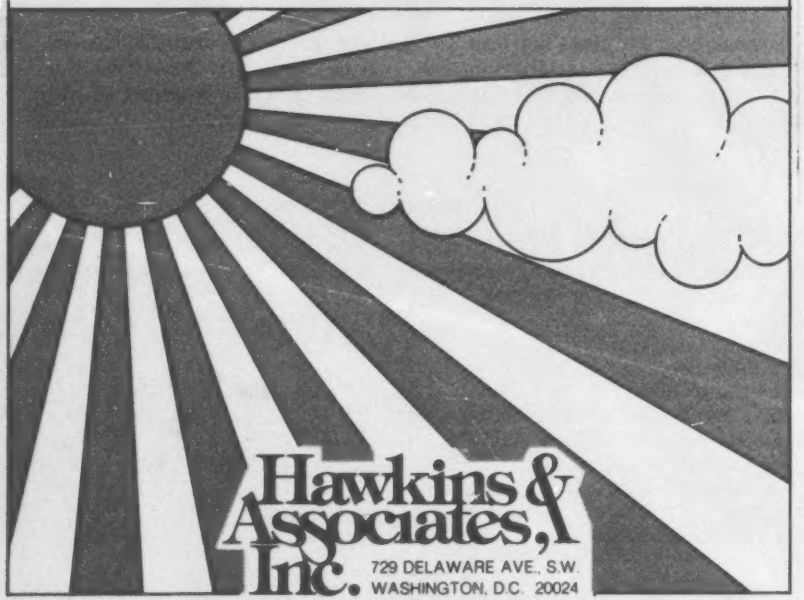

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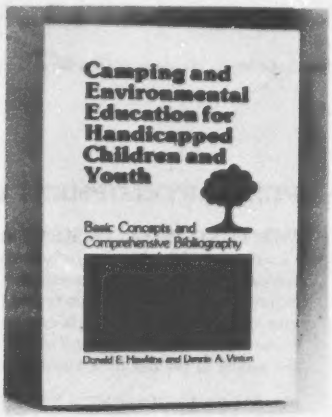
A SYSTEMS MODEL FOR DEVELOPING A LEISURE EDUCATION PROGRAM FOR HANDICAPPED CHILDREN AND YOUTH (K-12) *prepared by Leisure Information Service in workbook format.* **$24.95** This material has been developed in response to the impelling need to educate handicapped children and youth to the wise use of leisure. The publication effectively bridges the gaps left by traditional special education curricula which tends to emphasize survival and vocational skills while neglecting the leisure experiences so essential to the hand icapped.

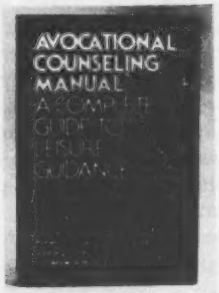
The Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12)... ..is a comprehensive workbook which examines in depth the various philosophical, theoretical and practical aspects of developing and implementing a leisure education program for handicapped children and youth. It contains specific information on the systems model; a rationale for leisure education and its implications for the handicapped; goals for the leisure education curriculum; guidelines for formulating the curriculum can be designed including exemplary competencies; a wealth of resources including Federal funding opportunities to complement the systems model; administrative considerations; research strategies and recommendations. Another Hawkins and Associates publication of special value to those concerned with PL 94-142, this workbook is clearly one of the most comprehensive products in the area of curriculum development in leisure education for handicapped children and youth—an essential text for college classes and for all others who serve the handicapped.


Camping and Environmental Education for Handicapped Children and Youth
Basic Concepts and Comprehensive Bibliography
Donald E. Hawkins and Dennis A. Vinton

CAMPING AND ENVIRONMENTAL EDUCATION FOR THE HANDICAPPED *by Donald E. Hawkins, Dennis A. Vinton and Barbara B. Pantzer* **$6.95** In recent years there has been growing recognition of the value of camping and environmental educational experiences for the estimated eight million handicapped children in the United States. In this book the authors have compiled a selection of papers and monographs which probe in detail the educational, recreational, and therapeutic value of such experiences.

A feature of the book is an extensive annotated bibliography based on an exhaustive search and review of the literature and research. Topics covered in the book include; the historical perspective of camping and environmental education for the handicapped; a discussion of the benefits derived from such experiences; an analysis of mobility and accessibility factors related to the provision of programs and services; the rationale and theoritical basis for camping and environmental education for the handicapped, guidelines for program planning and implementation; specific examples of camping and environmental education programs and activities; a listing of resources and services for program planning and implementation; and many other useful suggestions. (Ready July 1, 1977)

New Texts on Leisure Counseling . . . .



LEISURE COUNSELING PROGRAM MATERIALS FOR THE DEVELOPMENTALLY DISABLED—*Kenneth Francis Joswiak* **$12.95**

The leisure counseling process can help the developmentally disabled assume, to some degree, the responsibility for their own leisure. This is the premise upon which this work book is focused. The author lays out the rationale; structure of the program; design of the materials; pilot test; appropriate settings; means for implementation, assessment and evaluation of the program; the program materials; and relationship to other curriculum materials. These elements, together with terminal performance objectives, enabling objectives, leisure counseling activities and all the essential related techniques provides the user of this book with a complete guide to effective leisure counseling for the developmentally disabled on a systems accountability approach. Based upon pilot tested experiences, the materials in the book provide a practical foundation for the student, educator or practitioner. This is another Hawkins and Associates publication of special value to those concerned with P.L. 94-142 and as a textbook for professional training.

AVOCATIONAL COUNSELING MANUAL—A COMPLETE GUIDE TO LEISURE GUIDANCE—*Robert P. Overs, PhD, Sharon Taylor, Catherine Adkins* **$12.95**

The newest of the texts covering the theory and practice of avocational (leisure) counseling, this book presents techniques for setting up an avocational counceling center; provides excerpts from avocational counseling interviews and discusses the various instruments for helping people make choices ranging from pencil and paper inventories to card sorts. A system for helping implement the choice through a community resource file is described and the Avocational Activities Inventory Classification of avocational activities previously developed by the authors is included in the appendix. The avocational counseling needs of four special groups—the elderly, housewives, delinquents and alcoholics is targeted.

In the realm of theory, there is a discussion of how avocational counseling relates to general counseling theory, recreation administration, volunteerism, historical views of leisure and the sociology and psychology of leisure, art and sports.

Life stages and avocational choices are covered in one chapter. Another section presents a model for avocational counseling.

Of professional interest, is the relationship of avocational counseling to recreational therapists, occupational therapists, vocational counselors, alcoholism counselors, school guidance counselors, social workers, rehabilitation counselors, clinical, counseling and rehabilitation psychologists. In all, this book is an essential base for all concerned with the field of leisure counseling and is ideal for professional training.

LEISURE COUNSELING: SELECTED LIFESTYLE PROCESSES, *Chester F. McDowell, Jr., PhD, University of Oregon* **$6.50** A book about leisure and counseling which provides basic foundations for theory development; a state-of-the-art of leisure counseling; and at the same time a basic text for leisure counseling, leisure education, or counseling course/workshop. It projects opportunities for research concepts while having solid, practical value for the practicing or teaching professional. Appendices include a model for the delivery of leisure counseling services to special populations; suggested leisure counseling model; leisure interests inventory; and leisure counseling resources.

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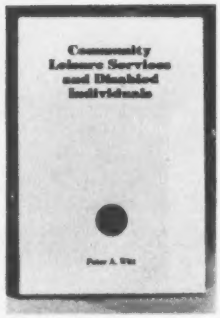
COMMUNITY LEISURE SERVICES AND DISABLED INDIVIDUALS *Peter A. Witt, PhD, Department of Recreology, University of Ottawa, Canada* **$5.95** The rationale, information and guidance on planning and developing community leisure services for disabled individuals is effectively presented by the author, a recognized authority in this growing, important field. The text covers some of the basic concerns that elected officials, recreation boards and professionals feel need to be answered before communities can begin to provide or extend leisure services for the disabled. It includes the pros and cons of integrating the disabled into community services; how problems such as public attitudes, transportation and architectural barriers can be overcome; how to begin services.



This publication is intended for students, professionals, as well as volunteers in all aspects of the leisure services field.

COMMON-UNITY IN THE COMMUNITY: A FORWARD LOOKING PROGRAM OF RECREATION AND LEISURE SERVICES FOR THE HANDICAPPED *Effie Fairchild and Larry Neal* **$5.00** This book underscores the viable nature of the community education process in seeking out, assessing, serving and sustaining the disabled through neighborhood level community-based leisure service programming. Through the delicately woven fabric of three disciplines—community education, leisure services and special education, the functional design of a flexible model for addressing real needs of children, youth and adults both disabled and those concerned with the disabled is enunciated. An excellent background piece for those involved in the implementation of P.L. 94-142.

PRINCIPLES AND METHODS OF ADAPTED PHYSICAL EDUCATION *by Daniel Arnheim, D.P.E., Professor, Men's Physical Education, California State University, Long Beach, Ca.; David Auxter, Ed.D., Professor of Physical Education, Department of HPER, Slippery Rock State College, Slippery Rock, Pa.; and Walter Crowe, Ed.D., Professor of Physical Education, California State University, Long Beach, Ca.* **$13.50** Encompassing the full spectrum of handicapping conditions, this carefully reorganized new edition reflects current advances in methods of teaching adapted physical education. By discussing the functional performance level of children with each type of clinically handicapping condition, the authors enable instructors to appropriately adapt programs, activities, and facilities to the individual student's capabilities and needs. There is new material on the developmental process, a prerequisite to the individualization of instruction. Other highlights include a thorough presentation of programming for a large selection of the physical, mental, and emotional problems encountered in rehabilitation; expanded sections on aphasia and autism; and new aquatic exercises.

PHYSICAL ACTIVITIES FOR INDIVIDUALS WITH HANDICAPPING CONDITIONS *by Dolores Geddes, Ed.D., Associate Professor, Department of Physical Education for Women, Director, Physical Education for the Handicapped Project, Indiana State University, Terre Haute, In. 120 pages, 28 illustrations.* **$6.25** Designed as a text for college and university courses such as Adapted Physical Education, this practical, functional new book can also be used as a reference for physical education and special education teachers and recreation leaders. It offers both general and specific suggestions for programs for individuals with such conditions as learning disabilities, visual impairments, hearing problems, orthopedic conditions, and emotional disturbances.

TEACHING SPECIAL CHILDREN *by Norris G. Haring, University of Washington and Richard L. Schiefelbusch, University of Kansas 4 8 pages* **$12.95** Teachers and teacher trainers will want to use this practical book in planning and maintaining programs for special children. The text is noncategorical in its approach to special children, placing them in normal teaching environments. The content reflects recent experimental efforts to design educational programs for children previously excluded from entry into formal educational programs. Designed for the methods course in special education, this book is perfect for use in teacher training (including in-service training, seminars, team teaching efforts, and a variety of experimental education programs).

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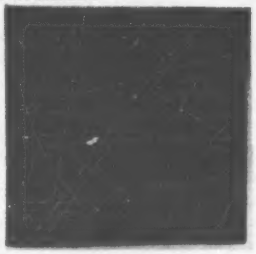
CAMPING FOR SPECIAL CHILDREN *by Thomas M. Shea, Ed.D., Associate Professor, Special Education Department, Southern Illinois University, Edwardsville, Il.* **$11.95** A comprehensive overview of camping for special children—children who are socially maladjusted, culturally different, emotionally disturbed, learning disabled, or educable mentally handicapped—this new book will aid all professionals in developing activities to match each camper's individual abilities. Six camp models are outlined: the objectives and the specific population are defined; the administration of the camp and the personnel training program are explained; the program and the physical facilities, equipment, and materials are described; and the advantages and disadvantages are presented. Sample forms, schedules, and calendars are included. The final section of the text is a discussion of behavior management techniques for application in the camp setting, and the programming, supervision, and administration of the special camps.

PLANNING AND IMPLEMENTING CAREER EDUCATION FOR THE SPECIAL STUDENT WITH EMPHASIS ON THE LEISURE OCCUPATIONS *by Dennis A. Vinton, PhD, Coordinator, Curriculum in Recreation and Parks, University of Kentucky; Barbara D. Pantzer, M.S.; Elizabeth M. Farley, M.S.; and William A. Thompson, M.S.* **$12.95**



This book is designed to assist both regular and special classroom teachers in acquiring the knowledge and skills necessary for the systematic development of an appropriate career education program for special students in kindergarden through the twelfth grade who because of a mental, physical, and/or emotional handicap require special educational adaptations to facilitate their learning to become contributing members of society as independent, productive workers.

The organization of the book is simple and direct. Features include:

- A review of the basic principles of career education and an overview of model that can be used with mildly handicapped students.
- A projection of a step-by-step process for implementing the program model.
- Development of behavioral objectives from educational objectives and a suggested list of educational objectives for each "phase" of the p.ogram model.
- Development of learning experiences using two approaches; learning centers and competence based instruction.
- Discussion of educational considerations for students with specific disabling conditions.
- Description of the extra-curricular components of the program model.
- Listing of instructional resources including printed materials films, filmstrips, tapes, games, multi-media kits, etc.
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CAREER EDUCATION FOR LEISURE OCCUPATIONS: CURRICULUM GUIDELINES FOR RECREATION, HOSPITALITY AND TOURISM *by Peter J. Verhoven, PhD and Dennis A. Vinton, PhD* **$1.95** During recent years career education has emerged as a major theme in American education. Based on the assumption that present approaches are failing to meet the needs of our rapidly changing society, career education is designed to prepare all youngsters with salable occupational skills that will enable them to gain employment in occupations of their choice upon leaving school.

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The Joseph P. Kennedy, Jr. Foundation

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FACT SHEET

PRESIDENT: Senator Edward M. Kennedy

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The Joseph P. Kennedy, Jr. Foundation was established in 1946 by Ambassador and Mrs. Joseph P. Kennedy, in honor of their eldest son who was killed in World War II. Since its inception the Foundation has had two firm objectives: to seek the prevention of mental retardation by identifying its causes and to improve the means by which society deals with its citizens who are already retarded. To accomplish these objectives, the guiding strategy of the Foundation has been to use its funds and its influence in those areas in which a "multiplier effect" could be readily achieved: to develop models to capitalize on innovation; to provide seed money to capitalize on flexibility; and to capitalize on the Foundation's ability to capture the attention of the American public in order to promote public awareness.

Research, Treatment and Education

1. When the Foundation set its objectives and its strategies for achieving them, no facilities with any degree of excellence existed for the study of mental retardation and the clinical treatment of the retarded. This was given top priority. Over the past quarter of a century, beginning with the establishment of Kennedy Centers in Brighton, Mass., and Santa Monica, Ca., for improved diagnosis and treatment of mental retardation, research and clinical centers have been established with the encouragement and support of the Foundation at Johns Hopkins University, Harvard University, Stanford University, University of Wisconsin, University of Chicago, George Peabody College, Yeshiva University, University of Colorado, and University of Miami.

2. In addition to these major Centers, the Foundation has also funded institutes, schools, and centers for the diagnosis, treatment and education of the retarded in Massachusetts, New York, Illinois, California, Wisconsin, and Washington, D.C.

Physical Education and Recreation

1. In response to the pressing need for change in the area of physical education, the Foundation created and sponsors the Special Olympics Program to serve as a model for greatly expanded sports and recreational programs in schools, communities and institutions throughout the world. Fully sanctioned by the United States Olympic Committee and endorsed by all major professional organizations of special educators, recreators, coaches and athletes, the Special Olympics has become the largest year-round sports organization for the retarded in the world, involving more than 400,000 retarded youth, 150,000 volunteers, and organized chapters in every state, District of Columbia, Canada, France, Switzerland, Mexico, and a growing number of foreign countries.

2. To encourage parents and siblings to become involved in sports and recreation with the retarded child, the Foundation developed and administers a model program of physical activity and family play called "Families Play to Grow," which is adaptable to use by community groups, public and private schools and institutions, day care centers, park and recreation programs, and camps.

Medical Ethics

1. While the genetic, biological, clinical, educational, and physical aspects of mental retardation have occupied the attention of the Foundation over the years there has been a growing awareness that even more important than the medical or sociological consequences of mental retardation, are its ethical implications. Beginning with its sponsorship of the first International Symposium on Medical Ethics, "Choices on Our Conscience", in 1971, the Foundation has embarked on a major intellectual and financial effort in the broad area of medical ethics.

2. Joseph P. Kennedy Jr. Fellowships in Medical Ethics give highly qualified professionals in the field of medicine and nursing the time and resources to pursue advanced studies in ethics as preparation for careers in research and teaching in the ethical problems of medical practice.

3. Two major centers for studies in medical ethics have been funded by the Foundation. The Joseph and Rose Kennedy Institute for the Study of Human Reproduction and Bioethics, established at Georgetown University, is unique in its purpose of combining ethics and medical research and practice. This Institute combines under one roof, all disciplines involved in the study of human reproduction with major emphasis on the ethical considerations of decisions relating to life and death. The Kennedy Interfaculty Program in Medical Ethics at Harvard University is a teaching and research program open to students at every level of university instruction. The program offers Kennedy Fellowships in Medical Ethics to qualified candidates.

Public Awareness and Recognition

1. To raise the public's awareness of medical ethical problems and improve the quality of the dialogue on these issues, the Foundation has produced a series of films on such crucial subjects as "The Right to Survive," "The Right to let Die" and "The Right to Reproduce." Available for purchase or rental through the Foundation, these films have been seen and discussed by more than half a million people and are now part of the curriculum in graduate and undergraduate programs in medicine, theology, nursing, sociology, law and ethics.

2. To recognize the quality of leadership in the field of mental retardation, to sustain its continuity, the Kennedy Foundation has created its International Awards Program. Widely recognized as "The Nobel Prize" in the field of mental retardation, the Awards are given to men and women who, in the opinion of a distinguished panel of judges, have performed outstanding services to the mentally retarded of the world in categories of scientific research, service, and leadership. Past Kennedy Laureates include such internationally recognized scientists and humanitarians as: Jerome Lejeune, Howard Skeels, Maria Egg, B. F. Skinner, Jean Vanier, and Mother Theresa of Calcutta.

LET'S-PLAY-TO-GROW

A source of play, fun, and adventure

from the Joseph P. Kennedy, Jr. Foundation

Let's-Play-to-Grow is dedicated to all those who love and care for special children. Its purpose is very simple - to bring the physical and spiritual delights of play, of creating, of learning - to the parents and teachers who so deeply wish to reach special children and share with them a close and creative relationship.

Let's-Play-to-Grow is much more than a program written by technical experts in physical education and recreation. It springs as well from the successes and frustrations, the hopes and disappointments of loving parents who have devoted their lives to special children.

Play, shared with parents, relatives, classmates and friends, is a marvelous way for the loving nature and joyous spirit of the special child to express itself. Let's-Play-to-Grow offers the assurance to parents and teachers that their special children can be helped through play; that their lives can be enriched; and that through play they can find added strength, pride, confidence, and delight.

What is Let's-Play-to-Grow?

Let's-Play-to-Grow is a set of simply written, profusely illustrated guides to a wide variety of games, sports, family activities, and creative experiences which can be shared with special children of every age. It can be used as a physical education curriculum in schools, as a program of daily activities in institutions and community recreation centers, and as a

How does play help us grow?

A regular program of play activities improves physical stamina, heightens motivation, improves ability, confidence, and even intelligence. It provides the fun and laughter, the kindness and sharing that many special children rarely know. It helps parents and teachers find out how much more their special children can do than they thought possible. It gives parents, teachers, brothers, sisters and friends a chance to say, "Well done." "That was great," words of praise special children seldom hear. It creates happy memories that families of special children will always treasure.

How does Let's-Play-to-Grow work?

You and your special child take part in 30 hours of closeness, play and creative activity. Any kind of sport, or game, counts. You can walk, or run, or dance, or swim, or hike, or play ball together - at home, at school, in a community recreation program or at a residential center. The important thing is to do your Let's-Play-to-Grow activity regularly - as a "family" - with joy and love.

How do we get the Let's-Play-to-Grow kit?

You can get a Let's-Play-to-Grow kit by sending your name and address, together with a check or money order for $2.50 for each kit ordered to:

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In the kit you will receive: The Manual for Parents and Teachers, the "I'm a Winner" Chart and 12 Family Play Guides to favorite sports and games. Patches and Certificates of Acheivement for the first two 30 hour periods are included in the $2.50 price.

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FACTS ON SPECIAL OLYMPICS

PROGRAM

Special Olympics is a nationwide program of sports training and athletic competition for mentally retarded children and adults. It is unique in that it provides for competitors at all levels of ability by assigning them to "competition divisions" based on both age and actual performance. Even athletes in the lowest divisions may advance all the way to the international finals.

PURPOSE

The purpose of Special Olympics is to contribute to the physical, social and psychological development of the mentally retarded. Through positive successful experiences in sports, they gain confidence and self-mastery and build a self image associated with success rather than failure. Success on the playing field often has carry-over into the classroom, the home, and the workshop.

SPONSOR

The creator and sponsor of Special Olympics nationally and internationally is the Joseph P. Kennedy, Jr. Foundation. The program is operated by Special Olympics, Inc.--a non-profit, charitable organization.

PARTICIPATION

Eligible participants are those individuals who, on the basis of local assessment and evaluation, have been assigned to programs designed to meet the needs of the mentally retarded. Normally, this would mean an I.Q. of 75 or less. Individuals who participate in regular school competition recognized by the school or national or state athletic associations are not eligible for participation. In the U.S., participants in Junior Olympics or AAU events are not eligible for participation in Special Olympics. Special Olympics competition begins at eight years of age and continues to any age.

THE GAMES

Special Olympic Games consist of competitions in track and field, swimming, gymnastics, basketball, volleyball, floor hockey, bowling, ice skating, poly hockey, wheelchair events, and other sports. Another feature of the Games is sports clinics in a variety of activities conducted by professional and amateur athletes. In addition, the Games provide all the pageantry and excitement of a true "Olympics" -- opening and closing ceremonies, award presentations, parades, dances, victory dinners, entertainment, etc.

Local and Area Games are scheduled in communities during the early spring. In 1976 over 700 Area Games and thousands of local meets were held.

Chapter Games are usually scheduled in the late spring and early summer for competitors who have qualified through local and area meets. In 1976 over 80,000 competitors participated in the Chapter Games scheduled in every state, the District of Columbia, and many foreign countries.

International Games are scheduled every four years. The 1975 International Games were held at Central Michigan University, on August 7-11, 1975. Over 3,200 competitors representing 50 states, the District of Columbia, and seven foreign countries assembled for this unique experience. The next International Games will take place in August 1979 at a site to be determined on the basis of bids from countries and cities or other organizations.

Winter Games took on an exciting new dimension this year when more than 500 athletes from 39 states and Canada participated in the first international Winter Special Olympics in Steamboat Springs, Colorado in February. Thanks to this first international Winter Special Olympics, many states and countries are already planning winter Special Olympics of their own for next year.

TRAINING Training programs are held year round. These involve the broader aspects of physical education rather than simply training for a specific Special Olympics event. They are normally conducted within school, recreation or residential programs, although many are organized and conducted by volunteers in a community.

ASSISTANCE Assistance for programs is available through the Chapter Special Olympics offices and Special Olympics, Inc. Support from Special Olympics, Inc. includes materials such as certificates and training manuals and plans, ribbons, medals and promotional brochures.

VOLUNTEERS Over 200,000 volunteers provide the manpower for Special Olympics. They come from high schools and colleges, service and women's clubs, parents groups, youth agencies, sports officials' and sports coaches' organizations, professional groups in education, special education, physical education and recreation. The Fellowship of Christian Athletes and the Office Education Association are two organizations which encourage all their members to volunteer for Special Olympics.

HELP WANTED Coaches, chaperones, guides, organizers, publicists, fund raisers, parade marshall, entertainers and sports officials are just a few of the many volunteer jobs in Special Olympics. Amateur or professional, young or old -- you are needed.

GROWTH The growth of the program has been phenomenal. It began in 1968 with a national meet for 1000 athletes co-sponsored by the Joseph P. Kennedy, Jr. Foundation and the Chicago Park District. Today, over 600,000 mentally retarded youngsters and adults are Special Olympians. The goal for 1977 is 700,000.

FOR MORE INFORMATION CONTACT:

Your Special Olympics Chapter Director

OR

Eunice Kennedy Shriver, President
Special Olympics, Inc.
1701 K Street, N.W., Suite 203
Washington, D. C. 20006
Telephone: (203) 331-1346

SPECIAL OLYMPICS HIGHLIGHTS

Program Growth

* Special Olympics is world's largest sports and recreation program for the mentally retarded. More than 600,000 young athletes participate now.

* Volunteers working with Special Olympics number more than 200,000.

* Every state has a strong Special Olympics organization and program.

* Many other countries are joining Special Olympics such as Australia, Belgium, the Bahamas, Brazil, Canada, El Salvador, France, Germany, Hong Kong, Mexico, Okinawa, and the Phillipines.

* At least 20,000 communities in the United States support Special Olympics activities. There are active programs in over 85% of the counties in the Untied States.

Program Content

* Special Olympics is open to all mentally retarded age 8 or older, and aims at improving their physical fitness, emotional well-being and social adjustment.

* 10 official sports are offered--track and field, swimming, diving, gymnastics, floor hockey, basketball, ice skating, bowling, volleyball and wheelchair events. Participation is encouraged in many other worthwhile sports.

* Athletes compete in divisions based on ability.

* International Games are held every four years. In 1975 Games for 3,200 athletes were held at Central Michigan University on August 7-11.

* Every state has Chapter Games each year. In 1976, Area Games and local meets leading up to the Chapter Games numbered in the thousands.

* National tournaments are frequently scheduled. Winter Games are being readied for January 1977.

Program Directions

* Year-round activities.

* More participants and volunteers.

* Greater concentration on adult participants.

* Involvement of a greater number of countries.

* Association with more amateur and professional sports organizations.

* Greater support from business and industry and the public at large.

Companion Program

* "Families Play to Grow" is a way for special children of any age to enjoy a regular program of play and sports with their families, classmates and friends. It supplements Special Olympics.

Every Special Olympics coach needs the SPECIAL OLYMPICS INSTRUCTION MANUAL

.....from beginners to champions!

The authoritative guide to Special Olympics coaching methods, techniques, activities and progressions – the instruction manual emphasizes comprehensive training programs in fitness and conditioning, track and field events, volleyball and swimming. Appropriate for Special Olympics athletes of all ages, at all performance levels, it has been specially designed for use by volunteers and classroom teachers of the mentally retarded. But it is equally useful for professionals in the field of physical education, recreation, sports and athletics. Written by outstanding experts in adapted physical education, the manual is published jointly by the American Alliance for Health, Physical Education and Recreation and the Joseph P. Kennedy, Jr. Foundation.

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D.C.	Ron Beard	5513 Connecticut Ave. NW #220 Washington 20015	202-244-5686
FLORIDA	Bill Crutchfield	2639 N. Monroe St. #151A Tallahassee 32303	904-385-8178
GEORGIA	Susan Burdick	270 Washington St. SW Rm 704 Atlanta 30334	404-656-2790
GUAM	Delfina M. Basa	Box 7358 Tamuning, Guam 96911	
HAWAII	Tadao Beppu	PO Box 3295 Honolulu 96801	808-548-4358
IDAHO	Toby Collinsworth	Box 254 Boise 83702	208-345-8190
ILLINOIS	Chuk Stephens	University High School Illinois State University Normal 61761	309-438-2551
INDIANA	Dennis Schmidt	Indiana State University Terre Haute 47809	812-232-6311 x2520
IOWA	Maureen Soliday	1733 16th Street W. Des Moines 50265	515-223-0807
KANSAS	Kirk Miles	6100 Martway Suite #1 Mission 66202	913-236-6810
KENTUCKY	Dave Kerchner	Bureau for Health Services 275 E. Main St., Frankfort 40601	502-564-7190
LOUISIANA	Emmanuel Bourgeois	Hammond State School, Rt. 3 Box 163 Hammond 70401	504-567-3111 x349
MAINE	Mickey Boutilier	34 Church Street Gorham 04038	207-839-6030
MARYLAND	Sandy Laken	222 E. Baltimore St. Room 303 Baltimore 21202	301-837-8700
MASSACHUSETTS	Ron Arieta	Taunton Rec. Dept., 25 N. Pleasant St Taunton 02780	617-822-7963
MICHIGAN	Al Gates	103 Warriner Hall, Central MI U. Mt. Pleasant 48859	517-774-3769
MINNESOTA	Harold Erickson	PO Box 350 Prior Lake 55372	612-447-2360
MISSISSIPPI	Nick Crutcher	Box 5174 Southern Station Hattiesburg 39401	601-266-7279
MISSOURI	Chuck Smith	4500 E. 7th St. Suite D Joplin 64801	417-782-0939
MONTANA	Don Byers	801 Second Ave. North Great Falls 59401	406-791-2272 x272
NEBRASKA	Anne Cech	3301 South 39th St. Lincoln 68506	402-488-5558

NEVEDA	Pat Ritter	Las Vegas YMCA, Casino & Bonanza Rd. Las Vegas 89101	702-384-6254
NEW HAMPSHIRE	Fred Toll	74 Academy Street Laconia 03246	603-524-5373 x233
NEW JERSEY	Terry Sullivan	604 Grove Street Upper Montclair 07043	201-744-1250
NEW MEXICO	Mike Torrez	505 Central Ave. NW Albuquerque 87102	505-766-4220
NEW YORK	Ralph Provenza	Oswald D. Heck Developmental Ctr. Balltown & Consaul, Schenectady 12304	518-370-4816
N. CAROLINA	Monty Castevens	PO Box 30191 Raleigh 27612	919-787-6714
N. DAKOTA	Guy McDonald	905 32nd Ave. S. #105 Grand Forks 58201	701-746-4491
OHIO	Jed Morison	30 E. Broad St., 12th Fl., Rm. 1236 Columbus 43215	614-466-6012
OKLAHOMA	Ron Jones	320 South Boston St. Suite 526-A Tulsa 74103	918-775-3722
OREGON	Mike Sanford	Community Resource Coor., Hood River Co. Schools, PO Box 418, Hood River 97031	503-386-2055
PENNSYLVANIA	Joe Lantzer	Bethlehem Area School District 535 Main St., Bethlehem 18018	215-694-8537
PUERTO RICO	Humberto Cintron	Dept. of P.E., Bayamon Regional Coll. Box 4296, Bayamon 00619	809-787-2828
RHODE ISLAND	Jim McCormick	23 Brown Street Wickford 02852	401-884-1679
S. CAROLINA	Jim Tester	Office of Physical Fitness, DHEC 2600 Bull St., Columbus 29201	803-758-5555
S. DAKOTA	Charles Spencer	Dept. of HPER/A, U. of S.D. New Armory #103, Vermillion 57069	605-677-5336
TENNESSEE	Jack Elder	Box 39, George Peabody College Nashville 37203	615-327-8155
TEXAS	Joe Street	833 Houston Street Austin 78756	512-454-6694
UTAH	Gary Totland	2500 Emigration Canyon Salt Lake City 84108	801-582-0700
VERMONT	Bob Noel	Box 3121 Burlington 05401	802-863-4793
VIRGINIA	Olivia Conley	Country Green Apts. 725 Mountainwood Road, Charlottsville 22901	804-977-8299
WASHINGTON	Mary Ann Mitchell	22601 Southeast 20th Issaquah 98027	206-622-9292
W. VIRGINIA	John Sandy	PO Box 3115 Parkersburg 26101	304-428-4959
WISCONSIN	Jacquie Kennedy	2700 Laura Lane Middleton 53562	608-831-3373
WYOMING	Val Crumley	3038 Cribon Cheyenne 82001	307-634-5635

U.S. SPECIAL OLYMPICS REGIONAL REPRESENTATIVES

NORTHEAST	Mickey Boutilier	Maine Special Olympics, 34 Church St. Gorham, ME 04038	207-839-6030
MID ATLANTIC	Joe Lantzer	PA S.O., Bethlehem Area School Dist. 535 Main St., Bethlehem, PA 18018	215-694-8537
SOUTHEAST	Susan Burdick	Georgia S.O., 270 Washington St., SW Room 704, Atlanta, GA 30334	404-656-2790
GREAT LAKES	Al Gates	Michigan S.O., 103 Warriner Hall Central MI U., Mt. Pleasant, MI 48859	517-774-3769
SOUTH CENTRAL	Joe Street	Texas S.O., 833 Houston St. Austin, TX 78756	512-454-6694
NORTH CENTRAL	Maureen Soliday	Iowa S.O., 133 16th St., West Des Moines, IA 50265	515-223-0423
SOUTHWEST	Buck Schrotberger	Colorado S.O., 1362 Lincoln Ave. Denver, CO 80203	303-892-2181
NORTHWEST	Mike Sanford	Oregon S.O., Community Resource Coor. Hood River County Schools, PO Box 418 Hood River, OR 97031	503-386-2055

SPECIAL OLYMPICS PROGRAM MATERIALS

PRINTED MATERIAL	DESCRIPTION
APPRECIATION CERTIFICATE	Appreciation certificates are designed to be given to coaches, volunteers, and others whose services have been valuable to Special Olympics.
BROCHURE - "A NEW KIND OF JOY"	This promotional brochure gives a comprehensive picture of the history and purpose of Special Olympics. it is designed to stimulate increased participation by educators, volunteers, parents, etc. It is particularly effective in fund-raising efforts and educating the general public. (English and Spanish)
FILM BROCHURE	This brochure lists and describes Special Olympics films and public service announcements.
FLOOR HOCKEY TRAINING MANUAL	This concise booklet explains the fundamentals of floor hockey, equipment, training, and rules of the game.
GENERAL RULES	This publication contains the administrative guidelines and policies governing all Special Olympics activities. It is an essential aid to all in positions of leadership.
GUIDE TO GRANTS	This handbook outlines grants which may be available to Special Olympics programs. It contains guidelines on grants, where, when and how to apply.
GUIDE TO A LOCAL PROGRAM	This guide is a comprehensive manual designed to instruct local Special Olympics leaders in all aspects of Special Olympics, including organization, finance, games, promotion, ceremonies and special events. It can be used as an adjunct to the audio-visual package or separately by organizations or individuals.
GUIDE TO PROMOTION, PUBLIC RELATIONS AND FUND RAISING	This guide describes in detail the elements of promotion, public relations and fund-raising. Sample press releases and other copy provide lessons in "how to" in these three critical areas.
ICE SKATING HANDBOOK	A basic outline of how to conduct an ice skating program for retarded children, including tips on contacting rink managers and setting up class instruction, training and competition.
INSTRUCTION MANUAL	This manual, developed in cooperation with the American Alliance for Health, Physical Education and Recreation, is of exceptional value to anyone training the mentally retarded in sports and physical education. It answers a vital need in assisting trainers to perform a more professional and competent job.

Special Olympics was created and is sponsored by the Joseph P. Kennedy, Jr. Foundation

MEMBERSHIP CERTIFICATE	This colorful certificate is given to each participant upon enrollment in Special Olympics. The recipient pledges "to train regularly, improve my physical fitness and prepare for Special Olympics competition".
OFFICIAL SPORTS RULES	This book contains specific rules for playing each Special Olympics official sport. Its use is essential in order to standardize play and make competition in Special Olympics fair and equitable. (English, Spanish and Portuguese)
ORGANIZING A SPECIAL OLYMPICS PROGRAM - AUDIO-VISUAL PACKAGE	A new service of Special Olympics, Inc., this package consists of two segments: "Gameplan: Get Ready! Get Set! Go!" which contains all the "how to's" of setting up a Special Olympics program, and "A Chance to Share," which is a guide to coaching Special Olympians. Both segments consist of a guidebook, film strips and audio tapes and Spirit Masters.
PARTICIPATION CERTIFICATE	This handsome certificate recognizes athletes who have taken part in any Special Olympcis activity. Each certificate is personalized by adding the athlete's name, activity and date and name of the event director and the coach.
TRAINING PLAN	A brief illustrated brochure directed to the Special Olympics athlete and designed to teach correct training procedures and stimulate the participants interest in the program. Each athlete receives a Training Plan upon enrollment in Special Olympics.

FILM	DESCRIPTION
"A DREAM TO GROW ON"	Made at the First International Games at Chicago in 1968, this film tells the story of the background and underlying philosophy of the program. Very useful for staff recruiting and training, as it provides a valuable historic persepective. (28 minutes, 16 mm. color)
"HEART OF WINNING"	Starring superstar Kyle Rote, Jr., with narration by Frank Gifford, this film emphasizes the year-round training aspect of Special Olympics and highlights the contribution of volunteers to success of the program. (12 minutes, 16 mm. color)
"FLOOR HOCKEY"	This film illustrates the game of floor hockey and explains basic rules and skills. Excellent for floor hockey training. (15 minutes, 16 mm. color)
"A NEW KIND OF JOY"	Still a great favorite, this film brings the Special Olympics brochure to life, depicting the value and meaning of Special Olympics. Golden Eagle and Cortina Festival winner as best short documentary. Ideal length for meetings and 1/2-hour TV programming. (11 minutes, 16 mm. color)

"1972 INTERNATIONAL GAMES"	Still exciting and relevant, this film tells the story of the 1972 International Special Olympics at UCLA as broadcast nationally by ABC Wide World of Sports in 1973. Narrated by Frank Gifford. (12 minutes, 16 mm. color)
"1975 INTERNATIONAL GAMES"	This thrilling film captures the spirit, color and courage of the 1975 International Games at Mt. Pleasant, Michigan. Narrated by Pat Somerall, Phyllis George and Rick Barry, it can help raise consciousness and funds. (25 minutes, 16 mm. color)
"MEDALS"	An excellent film, produced independently, "Medals" depicts Regional Special Olympics games. (22 minutes, 16 mm. color)

PUBLIC SERVICE ANNOUNCEMENTS	DESCRIPTION
"JUMPER" SPOT	This moving vignette depicts the victory of a severely retarded child who learns to jump by participation in Special Olympics training. (30 and 60 second spots, 16 mm. color)
"SWIMMER" SPOT	Special Olympics swimmer is patiently but successfully coached by a high school volunteer. The message is "Sponsor An Athlete". (30 and 60 second spots, 16 mm. color)
"BROWNIE" SPOT	Parents get the message from this touching scene that physical activity and play should not be neglected in their desire to protect their special children. (60 second, 16 mm. color)
NBA AND ABA BASKETBALL SPOTS	John Havlicek spot and Julius Erving spot have been favorites on national TV and will do the job for Special Olympics on your local stations. (30 second, 16 mm. color)
ELVIN HAYES SPOT	This spot features Elvin Hayes, all-star forward of the Washington Bullets, and portrays team basketball. (30 and 60 second, 16 mm. color)
"HOLLYWOOD SQUARES" SPOTS	These 60-second spots feature Special Olympics appeals from TV stars Arte Johnson, McLean Stevenson, Bill Bixby and Peter Marshall. (Reel of 4 spots, 60 seconds each, 16 mm. color)

OTHER SPECIAL OLYMPICS MATERIALS	DESCRIPTION
AWARD RIBBONS, PARTICIPATION RIBBONS, OFFICIAL'S RIBBONS, LAPEL PINS, AWARD MEDALS, FLAGS, ETC.	These other Special Olympics materials can be purchased from the official supplier. Information on costs, ordering procedures, etc. is available from: Rollie Schmidt Division, The Athletic Supply Company 1136 Sylvania Avenue, Toledo, Ohio 43612

PRINTED MATERIALS AND FILMS CAN BE OBTAINED BY WRITING TO:

YOUR CHAPTER DIRECTOR OR TO EUNICE KENNEDY SHRIVER, PRESIDENT
SPECIAL OLYMPICS, INC.
1701 K STREET, N. W., SUITE 203
WASHINGTON, D.C. 20006

SPECIAL OLYMPICS PROGRAM MATERIALS

PRINTED MATERIAL	DESCRIPTION
APPRECIATION AWARD	These awards are given to very special individuals, companies, organizations, etc., who have made substantial contributions financially or in other forms to Special Olympics.
APPRECIATION CERTIFICATE	Appreciation certificates are given to coaches, volunteers, and others whose services have been valuable to Special Olympics.
BRIEF GUIDE TO SPECIAL OLYMPICS SPORTS	This simple brochure lists and describes the sports practiced by all Special Olympians. It is a useful introduction to the basics of Special Olympics activities.
BROCHURE - "A NEW KIND OF JOY"	This promotional brochure gives a comprehensive picture of the histroy and purpose of Special Olympics. It is designed to stimulate increased participation by educators, volunteers, parents, etc. It is particularly effective in fund-raising efforts and educating the general public. (English or Spanish)
BROCHURE - "A NEW KIND OF JOY" MINI-VERSION	An abbreviated version of the major promotional brochure, this inexpensive brochure is perfect to send or give to anyone unaquainted with the program. It fits into a regular business envelope and will sell your program.
FILM BROCHURE	This brochure lists and describes Special Olympics films and public service announcements.
FLOOR HOCKEY TRAINING MANUAL	This concise booklet explains the fundamentals of floor hockey, including equipment, training, and rules of the game.
GENERAL RULES	This publication contains the administrative guidelines and policies governing all Special Olympics activities. It is an essential aid to all in positions of leadership.
GUIDE TO GRANTS	This handbook outlines grants which may be available to Special Olympics programs. It contains guidelines on grants, where, when and how to apply.

GUIDE FOR LOCAL PROGRAMS	This guide is a comprehensive manual designed to instruct local Special Olympics leaders in all aspects of Special Olympics, including organization, finance, games, promotion, ceremonies and special events. It can be used as an adjunct to the audio-visual package or separately by organizations or individuals.
GUIDE TO PROMOTION, PUBLIC RELATIONS AND FUND RAISING	This guide describes in detail the elements of promotion, public relations and fund-raising. Sample press releases and other copy provide lessons in "how to" in these three critical areas.
INSTRUCTION MANUAL	This manual, developed in cooperation with the American Alliance for Health, Physical Education and Recreation, is of exceptional value to anyone training the mentally retarded in sports and physical education. It answers a vital need in assisting trainers to perform a more professional and competent job.
MEMBERSHIP CERTIFICATE	This colorful certificate is given to each participant on enrollment in Special Olympcis, The recipient pledges "To train regularly, improve my physical fitness and prepare for Special Olympics competition".
ORGANIZING A SPECIAL OLYMPICS PROGRAM - AUDIO-VISUAL PACKAGE	A new service of Special Olympics, Inc., this package consists of two segments: "Gameplan: Get Ready! Get Set! Go!" which contains all the "how to's" of setting up a Special Olympics program, and "A Chance to Share," which is a guide to coaching Special Olympians. Both segments consist of a guidebook, film strips and audio tapes and Spirit Masters.
PARTICIPATION CERTIFICATE	This handsome certificate recognizes athletes who have taken part in any Special Olympics activity. Each certificate is personalized by adding the athlete's name, activity, date and name of the event director and the coach.
SPORTS RULES	This book contains specific rules for playing each Special Olympics official sport. Its use is essential in order to standardize play and make competition in Special Olympics fair and equitable. (English, Spanish or Portuguese)
TRAINING PLAN	Colorful and instructive, the training plan's major function is to give Special Olympics athletes simple guidelines in training. A month by month chart is provided so that each athlete can mark his/her training schedule. Every athlete should receive a Training Plan on enrollment in Special Olympics.

FILM	DESCRIPTION
"A DREAM TO GROW ON"	Made at the First International Games at Chicago in 1968, this film tells the story of the background and underlying philosphy of the program. Very useful for staff recruiting and training, as it provides a valuable historic persepctive. (28 minutes, 16 mm. color)
"HEART OF WINNING"	Starring superstar Kyle Rote, Jr., with narration by Frank Gifford, this film emphasizes the year-round training aspect of Special Olympics and highlights the contribution of volunteers to the success of the program. (12 minutes, 16 mm. color)
"FLOOR HOCKEY TRAINING FILM"	This film illustrates the game of floor hockey and explains basic rules and skills. Excellent for floor hockey training. (15 minutes, 16 mm. color)
"A NEW KIND OF JOY"	Still a great favorite, this film brings the Special Olympics brochure to life, depicting the value and meaning of Special Olympics. Golden Eagle and Cortina Festival winner as best short documentary. Ideal length for meetings and 1/2 hour TV programming. (11 minutes, 16 mm. color available in English or Spanish)
"1972 INTERNATIONAL GAMES"	Still exciting and relevant, this film tells the story of the 1972 International Special Olympics at UCLA as broadcast nationally by ABC Wide World of Sports in 1973. Narrated by Frank Gifford. (12 minutes, 16 mm. color)
"CBS SPORTS SEPCTACULAR - 1975 INTERNATIONAL SPECIAL OLYMPICS"	This thrilling film captures the spirit, color and courage of the 1975 International Games at Mt. Pleasant, Michigan. Narrated by Pat Summerall, Phyllis George and Rick Barry, it can help raise consciousness and funds. (25 minutes, 16 mm. color)
"EXCERPTS FROM 1975 CBS SPORTS SPECTACULAR"	This 11 minute version of the CBS film captures all the excitement of the International Games at a length more suitable for local TV or civic club presentation. (11 minutes, 16 mm. color)
"MEDALS"	An excellent film, produced independently, "Medals" depicts Regional Special Olympics games. (22 minutes, 16 mm. color)

Request for Special Olympics Information

I am interested in learning more about Special Olympics and how I can get involved or have a friend get involved. Please send me material on (check item or items):

* Special Olympics in general _____
* Enrolling a child or adult in Special Olympics _____
* Starting Special Olympics in my community or school _____
* Working as a volunteer to train or help train athletes _____
* Helping raise funds or other support for Special Olympics _____
* Other (please specify) _____

_____

_____

My name, address and special qualifications are:

Name _____

Address _____

_____

_____

Telephone _____

Special Qualifications (e.g., physical education teacher, special education teacher, parent of retarded person, coach, etc.) _____

_____

_____

Note: One does not have to have special qualifications to get involved in Special Olympics.

Please send this sheet to the Special Olympics Director in your state (names and addresses are on attached sheet) or send directly to:

Eunice Kennedy Shriver
Special Olympics, Inc.
1701 K Street, N.W. Suite 203
Washington, D.C. 20006

Special Olympics, Inc. has a wide selection of films and TV public service announcements available for purchase or rental. These have been extremely effective in creating public interest and support for the Special Olympics program. Hundreds of local groups and organizations have shown these films and, in 1976 alone, local and national television stations gave Special Olympics more than $3 million in free time for broadcasting these messages.

FILMS

1 **CBS Sports Spectacular - 1975 International Special Olympics**—This thrilling film captures the spirit, color and courage of the 1975 International Games at Mt. Pleasant, Michigan. Narrated by Pat Somerall, Phyllis George and Rick Barry, it will help raise both consciousness and funds.
25 minutes, 16 mm color, $120 purchase, $15 rental

2 **Excerpts from 1975 CBS Sports Spectacular**—This 11 minute version of the CBS film captures all the excitement of the International Games at a length more suitable for local TV or civic club presentation.
11 minutes, 16 mm color, $85 purchase, $15 rental

3 **"A New Kind of Joy"**—Still a great favorite, it brings the Special Olympics brochure to life, depicting the value and meaning of Special Olympics. Golden Eagle and Cortina Festival winner as best short documentary. Ideal length for meeting and 1/2-hour TV programming. Also available in a Spanish version.
11 minutes, 16 mm color, $60 purchase, $15 rental

4 **"The Heart of Winning"**—Starring superstar Kyle Rote, Jr. with narration by Frank Gifford, this film emphasizes the year-round training aspect of Special Olympics featuring the contribution of volunteers to the success of the program.
12 minutes, 16 mm color, $50 purchase, $15 rental

5 **"The 1972 International Games"**—Still exciting and relevant, this film tells the story of the 1972 International Special Olympics at UCLA as broadcast nationally by ABC Wide World of Sports in 1973. Narrated by Frank Gifford.
20 minutes, 16 mm color, $105 purchase, $15 rental

6 **"A Dream to Grow On"**—This is the basic film on Special Olympics. Made at the First International Games at Chicago in 1968, the film tells the story of the background and underlying philosophy of the program. Very useful for staff recruiting and training, as it provides a valuable historic perspective.
28 minutes, 16 mm color, $120 purchase, $15 rental

7 **"Medals"**—An excellent film produced independently, "Medals" depicts regional Special Olympics games.
22 minutes, 16 mm color, $115 purchase, $15 rental

8 **"Floor Hockey Training"**—Illustrates the game of floor hockey and explains basic rules and skills. Excellent for floor hockey training.
15 minutes, 16 mm color, $70 purchase, $15 rental

PUBLIC SERVICE ANNOUNCEMENTS

1 **"Jumper" Spot**—This moving vignette depicts the victory of a severely retarded child who learns to jump through Special Olympics training.
Purchase only. 16 mm color. 30-second - $8; 60-second - $12

2 **"Swimmer" Spot**—Special Olympics swimmer is patiently but successfully coached by a high school volunteer. The public is asked to help provide training by "sponsoring an athlete".
Purchase only. 16 mm color. 30-second - $8; 60-second - $12

3 **"Brownie" Spot**—Parents learn from this touching scene that physical activity and play should not be neglected in their desire to protect their special children.
Purchase only. 16 mm color. 60-second - $12

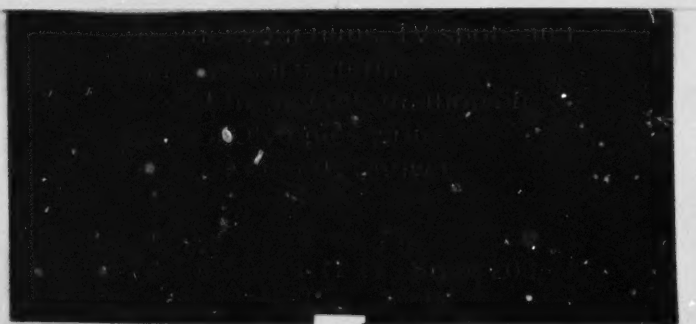
4 **NBA Basketball Spots**—John Havlicek, Julius Erving and Elvin Hayes spots have been favorites on national TV and will promote Special Olympics on local stations.
Purchase only. 16 mm color, 30-second - $8; 60- second version of Elvin Hayes - $12

5 **"Hollywood Squares"**—These 60-second spots feature Special Olympics appeals from TV stars Arte Johnson, McLean Stevenson, Bill Bixby and Peter Marshall.
Purchase only. 16 mm color. Reel of four spots $25

AUDIO VISUAL PACKAGE

"Organizing a Special Olympics Program"

A new service of Special Olympics, Inc., this package consists of two segments: "Gameplan: Get Ready, Get Set, Go!" which contains all the "how to's" of setting up a Special Olympics program, and "A Chance to Share" which is a guide to coaching Special Olympics. Both segments consist of a guidebook, film strips and audio tapes and Spirit Masters.
Audio visual package—4 film strips, 4 tapes; 2 guidebooks, Spirit Master book—Purchase only—$25.00.



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PETER A. WITT,
Department of Recreology
University of Ottawa
Ottawa, Canada

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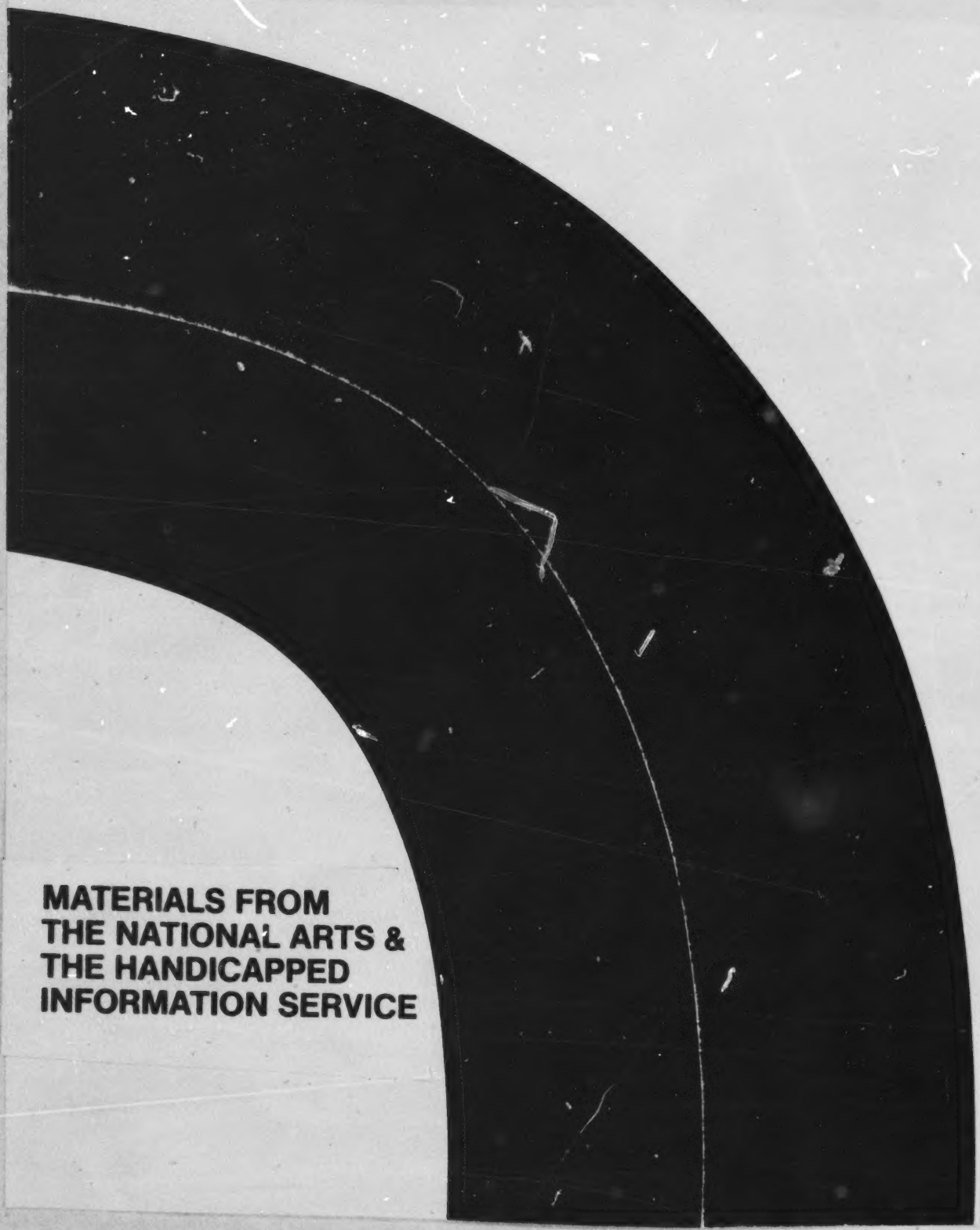

MATERIALS FROM THE NATIONAL ARTS & THE HANDICAPPED INFORMATION SERVICE

THE NATIONAL ARTS & THE HANDICAPPED INFORMATION SERVICE

A joint project of the National Endowment for the Arts and Educational Facilities Laboratories

ARTS
Box 2040
Grand Central Station
New York, N.Y. 10017

Date: August 1, 1977
To: Service Enrollees
From: Larry Molloy, Director
Subject: Materials from the National Arts & the Handicapped Information Service

The National Arts & the Handicapped Information Service was established in 1976 as a consumer-demand information and referral center. During the last year, we received thousands of letters and enrollment forms suggesting topics to research and distribute information materials. Based on your requests, we prepared seven issues of materials from the National Arts & the Handicapped Information Service:

- ☐ Funding Sources
- ☐ Technical Assistance, Information Centers & Consultants
- ☐ Conferences, Seminars, Workshops & Special Exhibitions
- ☐ Architectural Accessibility
- ☐ Schoolhouse: Art Education for Handicapped Students
- ☐ Arts for the Blind and Visually Impaired
- ☐ New Programs & Facilities

Not all issues were sent to every enrollee. If you missed one of these issues, copies are available from ARTS, Box 2040, Grand Central Station, New York, N.Y. 10017.

In addition to the materials listed above, we also distribute relevant articles, announcements, and publications on arts and the handicapped. For example, this mailing contains the catalog for Accessible Arts, a travelling photographic exhibit that was produced by the National Arts & the Handicapped Information Service in conjunction with the White House Conference on Handicapped Individuals. The exhibit previewed at the National Gallery of Art in Washington, D.C., and is now available for circulation to museums, schools and arts centers throughout the United States. For further information about the circulating exhibit, write: ARTS, Box 2040, Grand Central Station, New York, N.Y. 10017.

During its second year, the Information Service intends to produce and distribute additional information materials. Once again, we need your help in determining what to produce next for our enrollees. The following is a list of suggested topics for new issues of Service materials. We compiled this list from letters recommending new subjects for the Information Service.

Please mark the topics that interest you and return to ARTS, Box 2040, Grand Central Station, New York, N.Y. 10017. Better yet, put your suggestions in a letter. We welcome all responses.

- ☐ Accessible professional arts schools
- ☐ A report on artists: the accessible arts movement
- ☐ Communications and graphic arts for the handicapped
- ☐ Cultural education programs for the handicapped
- ☐ Furniture, equipment and technological aids
- ☐ Guidebooks to accessible cultural activities - funding, planning, producing, and distributing
- ☐ Legislation, litigation, and legal assistance
- ☐ Mainstreaming, socialization, and attitudinal awareness
- ☐ Museum design and display techniques for accessibility
- ☐ Planning accessible arts: city, state and regional approaches
- ☐ Programs for institutional outreach and circulating exhibits

American University

The staff of a special program at the American University in Washington, D.C., is developing, implementing, testing, and evaluating laboratory science and art curricula for children, with special adaptations for children who are blind, deaf, or emotionally disturbed. The program emphasized intellectual, conceptual and language development and is being implemented in the mainstreaming program at Horace Mann Elementary School in the District of Columbia.

The curriculum is based entirely on learning through real experience. Students use their own lab equipment to discover facts about the environment. Art and music are woven into science lessons stimulating imaginative and creative ways to communicate new learning.

Adapting laboratory science for handicapped children involves a hands-on approach carefully geared to individual capacities and needs, and creating pride and self-confidence in students. Teaching science to blind children has resulted in the translation of visual experiences into activities that can be understood just as fully through touch and sound. One new device developed in the program is a light sensor—an electronic box that converts the intensity of light into sound. Deaf children in the program are encouraged to learn through experiences stressing sight and sound. Labelling and explaining things verbally is also especially important for deaf children who are often behind in verbal development.

Moving the project into a public school has resulted in the development of new relationships between the handicapped and non-handicapped children. Sharing the same assignments, the children have lost their uneasiness and found they can help and learn from each other.

For further information: Doris E. Hadary, Chemistry Dept., American University, Washington, D.C. 20016.

Frame It Yourself Workshop

The proliferation of artists in the New York area makes it difficult for aspiring professionals and semi-professionals to exhibit their work in the city's heavily scheduled and often inaccessible galleries. Characteristically, many artists have taken to the streets to achieve the public exposure they are otherwise denied. To show their work at its best advantage—and thereby increase sales—artists are framing and mounting their own work for display.

Because of this activity, the Frame It Yourself Workshop, an accessible commercial establishment in Greenwich Village, has become a community arts and training center for artists, nonartists, handicapped and abled-bodied people interested in mounting, framing, and display techniques. Located in a carpeted and ramped workshop just below street level, the spacious shop has four rug covered workbenches with all the necessary tools. Assistants show assembly techniques and advise on display criteria. The shop only charges for materials. The owner claims he did not design the shop specifically for the disabled but planned ample work space for people to use the workshop. He estimates that patrons can save 50% over conventional framing costs.

For further information: David Stuckey, The Frame It Yourself Workshop, 85 Fourth Avenue, New York, N.Y. 10011.

CURRENT MATERIALS AVAILABLE FROM THE NATIONAL ARTS & THE HANDICAPPED INFORMATION SERVICE:

- ☐ Funding sources
- ☐ Technical Assistance, Information Centers & Consultants
- ☐ Conferences, Seminars, Workshops & Special Exhibitions
- ☐ Architectural Accessibility
- ☐ Schoolhouse: Art Education for Handicapped Students
- ☐ Arts for the Blind and Visually Impaired
- ☐ New Programs & Facilities
- ☐ Annotated Bibliography of Publications & Media (Fall, 1977)

For free copies of these materials, Write:

ARTS
Box 2040
Grand Central Station
New York, N.Y. 10017

N.A.P.H., Inc.

The National Association of the Physically Handicapped, Inc. is an organization of physically handicapped persons and non-handicapped associate members which was formed on May 4, 1958, at Grand Rapids, Michigan and incorporated under the non-profit laws of Michigan.

The scope of the organization is to do all things necessary and within our abilities to improve the social, economic and physicial welfare of all the physically handicapped.

N.A.P.H. is an organization representative of all types of physically handicapped persons. N.A.P.H. will help organize local chapters but each chapter is autonomous and has a wide range of activities in which they may wish to engage as their part in furthering the overall program of the organization.

Members-at-large are accepted by the national organization and membership is open to the non-handicapped (associate members).

When there are three or more chapters in any state, they may make application to N.A.P.H. for a charter as an area group of the organization.

Chapter and Area presidents are members of the National Executive Committee which is the policy making body between the annual National Conventions. Each member has a voice in the National Convention through his elected Chapter, Area or member-at-large delegate. The National President is elected for one year. Six Directors are elected each year for a two year term. Four Vice Presidents, the National Treasurer and two Secretaries are selected, from among the 12 member Board — by the Board — to serve with the President. National Committee Chairmen are appointed by the President.

What N.A.P.H. does

Our National Education and Research Committee collects and studies data and information of special concern to the physically handicapped and keeps our members and other handicapped informed in these matters.

N.A.P.H. proposes and supports legislation to provide more educational and rehabilitation opportunities, tax relief, employment and other benefits for the physically handicapped.

N.A.P.H. provides programs for the physically handicapped which are not readily available otherwise such as physical fitness, sports, and other activity programs.

N.A.P.H. programs include promotion of National Employ the Handicapped Week highlighting the achievements of the successfully employed physically handicapped person—celebrated the first full week in October. We endeavor to make this a year-round project of "selling ourselves" as valuable assets in our communities and country.

N.A.P.H. is especially interested in eliminating architectural barriers promoting the idea that all public buildings and facilities should have at least one ramped or level entrance, and elevators. Theatres, educational facilities, sporting and other events should be accessible and usable with an emphasis on "wheelchair-wide" restroom doorways. N.A.P.H. is attempting to have public transportation made accessible to the physically handicapped.

N.A.P.H. cooperates whole-heartedly with government agencies, civic groups and organizations of the physically handicapped to devise, promote and implement programs to bring about a better way of life for all physically handicapped and add to the prosperity and well-being of our nation.

N.A.P.H. prepared a Bill of Rights for the Physically Handicapped which notes in part of its preamble: "In any attempt to evaluate the position of the physically handicapped adult, it is necessary to state that while his physical limitations impose some restrictions on his activities in varying degrees, he is and will remain a human being living in a free society. He is created with and endowed with certain rights and privileges, and must also assume, insofar as possible, certain responsibilities and obligations. Life is worthwhile only when we learn to give and to receive—when we make full use of our rights and also fulfill our duties."

N.A.P.H. is a member of: The President's Committee on Employment of the Handicapped and National Congress of Organizations of the Physically Handicapped.

Your payment of annual dues or a contribution will help in our work to improve the social, economic and physical conditions of all physically handicapped citizens.

Inquiries are invited. Full details may be secured from any of the members listed below.

N.A.P.H., Inc.
Business Office
76 Elm Street
London, Ohio 43140

N.A.P.H., Inc.

Please send me details about N.A.P.H.

- ☐ I am interested in joining a local chapter.
- ☐ I am interested in joining as a member-at-large.
- ☐ I am not interested in joining but am enclosing a contribution.
- ☐ I would like additional information.

Name_____

Address_____

City_____ State_____ Zip Code_____

Publications

A Font of Information. With support from the National Endowment for the Arts, the Educational Facilities Laboratories has set up The National Arts and the Handicapped Information Service. One of its significant programs is the distribution of an information kit that constitutes a valuable and varied resource publication concerning all facets of architectural accessibility—the law, design standards, selected bibliography, training and media materials, consultants, guidebooks, accessible schools and cultural facilities, and cost data. For a copy, write to Educational Facilities Laboratories, 850 Third Avenue, New York, N.Y. 10022.

Silent Barriers. Michelle Morgan of interface, Box 5688, Raleigh, N.C. 27607, has published a monograph on "Design Criteria for People With Deafness." This research project was funded through the Institute Scholar Program, The American Institute of Architects. "Designers," she states, "must understand the functional or behavioral results of hearing loss as they affect daily tasks and activities. Their concern must be to program and create environments in which persons with deafness can perform life tasks with maximum safety and minimum discomfort or inconvenience."

Catalog of Laws. "Rights of the Physically Handicapped: A Layman's Guide to the Law," has been published by Southwest State University, Marshall, Minnesota, under the editorship of Mick Joyce. As well as a summary of Federal legislation (including accessibility of public buildings, curb cuts, etc.) the catalog outlines pertinent state legislation in Iowa, Minnesota, North Dakota, South Dakota and Wisconsin.

Freedom to Work. The February 4 issue of *Science*, the magazine of the American Association for the Advancement of Science, tells the story of two handicapped scientists at Argonne National Laboratory in Illinois, where their campaign to eliminate barriers that have hindered or prevented the employment of disabled workers has paid off. After surveying the working environment, and submitting a report to the lab director, the huge scientific complex has been made more accessible. There's a van to transport wheelchair users from building to building; some 20 ramps have been built to provide access to buildings; several dozen washrooms have been modified to accommodate wheelchairs; elevators have been equipped with braille markings on the control panels; and reserved parking spaces have been provided next to many buildings for use by handicapped employees and visitors.

Mobile Americans. Mobile homes, not to be confused with house trailers, are factory manufactured and trucked to a site, usually becoming a permanent dwelling. Over five million American families live in mobile homes. Last year they constituted 20 percent of all new housing starts, 30 percent of all new single family dwellings, and 95 percent of all new housing selling for under $15,000. It comes as no surprise, then, to recognize that mobile housing consitutes a potential solution to the scarce housing supply for handicapped Americans—provided, of course, mobile homes can accommodate their spatial and design needs.

Design information is now available as a result of recent research which demonstrates the feasibility of designing mobile units to accommodate people with all types of disabilities. *Mobile Homes: Alternative Housing for the Handicapped,* is the product of studies conducted for the U.S. Department of Housing and Urban Development by Saint Andrews Presbyterian College, Laurinburg, N.C. The handsomely illustrated book has architectural graphics by Ronald L. Mace, AIA. Although an extremely limited first edition of the book has been totally distributed, a huge second printing is underway by the U.S. Government Printing Office, and copies will be sold through the Superintendent of Documents.

The National Center for a Barrier Free Environment is open to all who are concerned with environmental barriers. Membership includes a subscription to REPORT and other materials and services provided by the Center. All members will receive a printed membership certificate. The Center is a private, non-profit corporation, and all subscriptions are tax-deductible.

Minimum annual dues are:

National Organizations	$1,000
Components of National Organizations	100
Consumer Organizations or Public Agencies	50
Individuals	10

Contributors of $5,000 or more will be recognized as Sponsoring Members.

National Center for a Barrier Free Environment
8401 Connecticut Avenue
Washington, D.C. 20015

The National Committee ☆ Arts for the Handicapped

An educational affiliate of the John F. Kennedy Center for the Performing Arts

Suite 801, 1701 K Street, N.W., Washington, D.C. 20006 (202) 223-8007

WHAT IS THE NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED?

In June 1974, the Joseph P. Kennedy, Jr. Foundation provided the funding for a National Conference on Arts for the Mentally Retarded, which created a tremendous national interest in the concept of integrating the arts into the education of the mentally retarded child. As a result of several conferences and funding by the Kennedy Foundation and Alliance for Arts Education, a National Committee was organized to coordinate the development of a nationwide program of arts for *all* handicapped children. The National Committee, Arts for the Handicapped is composed of leaders from major national arts organizations, organizations representing handicapped citizens, general education organizations and private foundations. NCAH, an educational affiliate of the John F. Kennedy Center for the Performing Arts, operates as the national coordinating agency for the development and implementation of arts programs for handicapped children and youth.

WHAT IS NCAH'S MAJOR GOAL?

To extend opportunities for handicapped children to learn *in* the arts, *about* the arts, and *through* the arts. NCAH aims to increase the number of students served by arts programs by 200,000 per year until all programs include all the arts for handicapped children. Overall, NCAH intends that the significance of the arts in mainstreaming handicapped children into regular arts and education programs be recognized by all arts and education personnel.

WHAT ARE THE OBJECTIVES OF NCAH?

1. To research and disseminate information about curriculum and instruction in the arts for handicapped people.
2. To exemplify and support model arts programs that may be successfully used with handicapped people.
3. To develop effective techniques for the preparation of personnel in offering quality arts programs for handicapped people.
4. To develop a greater national awareness of the need for and benefits of expanded arts opportunities for handicapped individuals.

WHAT IS THE VERY SPECIAL ARTS FESTIVAL PROGRAM?

One of the major programs of The National Committee, Arts for the Handicapped is the establishment of VERY SPECIAL ARTS FESTIVALS in key pilot sites throughout the nation. The VSAF gives handicapped people the opportunity to sing, play an instrument, to dance, to act, to display their art works. It encourages leaders to involve handicapped children and youth in a variety of creative arts experiences.

The major purpose of this Festival program is to demonstrate the impact of arts in developing artistic responsiveness and general learning achievement among handicapped students.

The VERY SPECIAL ARTS FESTIVAL is not a competition, but provides an opportunity for handicapped youth in public, private or parochial schools and agencies to have their works and accomplishments shared with an interested audience. Works may be independent or group projects with or without teacher involvement.

WHAT IS THE MODEL SITE PROGRAM?

Recognizing the significant role that the arts play in the growth and development of handicapped children, the National Committee, Arts for the Handicapped has identified model arts programs which reflect a strong capability to provide quality arts experiences for handicapped children and youth.

The primary aim of the Model Site Program is to make all the arts an integral part of the general education of every handicapped child. Model sites are national resources for the development of unique and innovative curriculum materials, research projects, in-service and pre-service teacher training programs, and significant arts related projects. Each site is a national demonstration center, providing technical assistance to other arts educators, special education instructors, administrators, parents, cultural leaders, and program directors.

The current NCAH Model Site Coordinators are:

Jim Allison
JEFFCO/Jefferson City
School District R-1
1209 Quail Street
Lakewood, Colorado 80215

Gary C. Barlow, Ph.D.
Art Education Department
Wright State University
Dayton, Ohio 45431

Jerome Davis
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

Alan Falstreau
Alan Short Center
521 East Acacia Street
Stockton, California 95202

William Kalenius, Jr., Ed.D.
Clover Park Schools
10020 Gravelly Lake Drive, S.W.
Tacoma, Washington 98499

Gene Maillard
State Education Annex Room 1063
Washington Avenue
Albany, New York 12224

Joan Newberg
San Fernando Valley Arts Council
9055 Reseda Boulevard
Northridge, California 91328

Miriam Perrone
Camp Sunshine
1401 North Second Street
Rockford, Illinois 61104

Wayne Ramirez
Arts in Special Education
Program Of Pennsylvania
Green and Forster Streets
Harrisburg, Pennsylvania 17102

WHAT IS THE SPECIAL PROJECT PROGRAM?

The Special Project program aims to provide recognition, visibility, and support for high quality and potentially on-going arts programs for handicapped children and youth. Each project focuses on a very specific and unique aspect of arts programming.

Our five Special Projects include:

Sara's Center
781 Middle Neck Road
Great Neck, New York 11024

Margaret Chapman School
5 Bradhurst Avenue
Hawthorn, New York 10532

Project Discovery
Eastern Kentucky University &
Ursuline School of Music
College of Arts & Sciences
Richmond, Kentucky 40475

Creative Growth
2505 Broadway
Oakland, California 94612

Project ARTS
Ashburton Elementary School
6314 Lone Oak Drive
Bethesda, Maryland 20034

Recreation Center for
the Handicapped
207 Skyline Boulevard
San Francisco, California 94132

FOR FURTHER INFORMATION CONTACT:

The National Committee,
Arts for the Handicapped
1701 K Street, N.W., Suite 801
Washington, D.C. 20006

THE VSAF PLANNING GUIDE **$3.00**

A working guide for arts festival coordinators to assist in planning, implementing and evaluating arts festivals for handicapped and non-handicapped children and youth.

FEDERAL LEGISLATION, THE ARTS, AND HANDICAPPED PEOPLE (First Edition) **$2.00**

An explanation of Section 504 of the Rehabilitation Act of 1975 and the Education of All Handicapped Children Act (PL 94-142) and their relationship to arts programming for handicapped people.

A LITERATURE REVIEW FOR PERSONNEL PREPARATION IN ARTS PROGRAMS FOR HANDICAPPED CHILDREN AND YOUTH **$1.25**

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A review of the training literature available in the field of arts for the handicapped.

ARTS FOR THE HANDICAPPED WHY? **$3.00**

A collection of personal statements and case studies by parents, arts educators, and arts therapists which describe the impact of the arts on the development of handicapped children and youth.

WHAT IS THE STATE OF ARTS RESEARCH? **$2.00**

A review of the research in the field of arts for the handicapped prepared by William Kalenius, Jr., for a research seminar coordinated by The Bureau of Education for the Handicapped and The National Committee, Arts for the Handicapped.

An educational affiliate of the John F. Kennedy Center for the Performing Arts

The National Committee ✱ Arts for the Handicapped
SUITE 801, 1701 K STREET N.W., WASHINGTON, D.C. 20006

NCAH

PUBLICATIONS

PUBLICATIONS LIST

NCAH publications are available for postage and printing costs prepaid by check or purchase order. Reduced prices are available upon request for quantities of 10 or more. All publications are available in non-print form or large print.

SOME RANDOM CLIPPINGS
(First Edition) **$2.00**

A collection of newspaper clippings, articles, speeches related to arts opportunities for handicapped children and youth.

PHANTASMAGORIA
(Second Edition) **$3.00**

A resource guide to people, places, materials related to the development of programs for handicapped children and youth.

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ARTS AND THE HANDICAPPED: CURRENT LEGISLATION,
A Conference Report **$1.50**

A conference report on a model mini-conference aimed to inform and educate arts and special education personnel in the impact of recent federal legislation on the development of arts programs for handicapped people.

ARTS BROCHURES **$1.00**

Four multi-colored brochures which describe why art, music, dance and drama are important to the lives of handicapped people. The color cover designs are reproductions of art work created by handicapped children.

ARTS FOR LEARNING CARDS **$2.00**

A collection of teaching strategies in basic skills using art, music, dance and drama.

WHITE HOUSE CONFERENCE ON HANDICAPPED INDIVIDUALS – CULTURAL AFFAIRS IMPLEMENTATION PLAN **$1.50**

The cultural and leisure affairs implementation plan developed by the participants of the White House conference.

RAINBOWS **$3.50**
(for 6 issues per year)

A bi-monthly newsletter for teachers, recreation leaders, parents, or anyone looking for ideas about arts programming for handicapped children and youth.

THE WHOLE VSAF CATALOG **$3.00**

A workbook to assist arts festival coordinators in developing promotion, public relations and fundraising strategies.

ARTS FOR THE HANDICAPPED: DEVELOPING A NATIONAL DIRECTION **$4.00**

A conference report, resulting from a research seminar coordinated by The Bureau of Education for the Handicapped and NCAH, including invited papers by leading arts educators and special educators addressing issues related to the current state of arts research for the handicapped. Conclusions, projections and implications for the future of arts research complete the monograph.

ORDER BLANK

To The National Committee,
Arts for the Handicapped
Suite 801, 1701 K Street, N. W.
Washington, D. C. 20006
(202) 223-8007

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NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED

INTERNSHIP PROGRAM

THE NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED ANNOUNCES THE BEGINNING OF AN INTERNSHIP PROGRAM FOR THOSE WHO WANT A UNIQUE EXPERIENCE IN ARTS ADMINISTRATION, ARTS EDUCATION AND THE EDUCATION OF HANDICAPPED PERSONS.

THIS INTERNSHIP WILL PROVIDE OPPORTUNITIES FOR PARTICIPATION IN RESEARCH, WRITING AND DISSEMINATING ACTIVITIES, EVALUATION OF FESTIVALS AND MODEL SITES, LIAISON WITH A WIDE VARIETY OF NATIONAL ORGANIZATIONS AND GOVERNMENTAL AGENCIES AND EXPERIENCES AVAILABLE ONLY THROUGH A NATIONAL ORGANIZATION IN THE NATION'S CAPITAL.

Program Description and Requirements

1. Candidates must be enrolled in a graduate program at an accredited college or university.

2. Candidates must be available no less than twenty hours per week.

3. A stipend of $500 per semester is paid by NCAH. No other funding is available. Applicants are urged to investigate all potential resources available through their college or university as well as organizations in the nation's capital that cater to the needs of interns.

4. One intern will be chosen for each of three semesters in the academic year: September through December, January through April, May through August.

5. Each intern will work out an individual project design as part of this internship. Many special interest needs can be accommodated: teacher training, media projects, brochure development, administrative projects, conference planning, research projects, etc. This project will be tightly supervised and evaluated by the NCAH administrative staff.

6. Colleges and universities are encouraged to work out course credit provisions. Masters thesis and doctoral dissertation supervision is available.

How to Apply

1. Send a letter describing your interests and career goals, including any pertinent work experiences.

2. Send a formal transcript, a resume and two letters of recommendation from faculty members.

Send Applications to: Louise S. Appell, Ph.D.
Associate Director
National Committee, Arts for the Handicapped
1701 K Street Northwest Suite 801
Washington, DC 20006

National
Easter Seal Society
for
Crippled Children
and Adults

PUBLICATIONS CATALOG

Effective October, 1976
This catalog supersedes any of an earlier date

Ordering Information

QUANTITY RATES. Many of the titles in this Catalog are available at discount price if ordered in quantities. The rates given below apply unless otherwise stated in the listing for the specific item. ALL PRICES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

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PAYMENT. Orders for $2.00 or less must be accompanied by payment. Shipping charges will be added to all orders billed.

All unused items purchased in quantity on consignment are returnable, but only within 30 days and in saleable condition.

NOTE

Abbreviations used frequently in this Catalog are:

CCM—**Crippled Child Magazine,** former publication of the NESSCCA.

Rehab. Lit.—**Rehabilitation Literature,** the professional journal published 10 times a year by the NESSCCA.

Activities of Daily Living

A-155 SOME QUESTIONS AND ANSWERS ON OCCUPATIONAL THERAPY

by Mrs. R. Greenler, O.T.R. CCM, 1956, 4p. - 10 cents

Techniques for teaching arm skills, chewing, swallowing, self-dressing and feeding.

A-198 SPECIAL CLOTHING FOR THE HANDICAPPED

by Phyllis Hallenbeck. Rehab. Lit., 1966, 8p. - 15 cents.

Review of research and sources.

A-204 FEEDING THE CEREBRAL PALSIED CHILD

8½ x 11" (black and white poster) - single copy free.

Poster developed by the Walter D. Matheny School for Cerebral Palsied Children demonstrating child development through self-help activity of eating.

A-242 HANDY, HELPFUL HINTS FOR THE HANDICAPPED

See Stroke and Hemiplegia

A-249 A HOME GUIDE OF ARTS AND ACTIVITIES FOR PRESCHOOL HEARING-IMPAIRED CHILDREN AND OTHERS

by Ed Shea. Rehab. Lit., 1975, 6p. - 15 cents.

A-253 CLOTHING: AN ASSET OR A LIABILITY?

by Ellen Hanselmann Ahrbeck and Shirley E. Friend, Ed.D. Rehab. Lit., 1976, 2p. - 10 cents

Discusses the difficulty of finding appropriate and attractive self-help clothing for people with handicaps and describes an experiment in adapting commercial dress patterns to one person's special clothing needs.

A-254 CLOTHING FOR THE HANDICAPPED AND DISABLED

by Naomi Reich, Ph.D. Rehab. Lit., 1976, 5p. - 15 cents.

Suggestions on the use of fabric, types of fasteners, and the necessary style adjustments for people with various handicaps.

E-32 SELF-HELP CLOTHING FOR HANDICAPPED CHILDREN

by Clari Bare, O.T.R., Eleanor Boettke, M.S., and Neva R. Waggoner, M.A. 1962, 78p., illus. - 75 cents. (1-24 copies, 75 cents each; 25-99 copies, 70 cents each; 100 or more 65 cents each)

Guide for parents and professionals on how to design and adapt clothing that is easy to put on and take off. Special section on teaching dressing skills.

E-49 MS IS A FAMILY AFFAIR

by the staff of Patient Care Practices, Wisconsin State Division of Health. 1972, 33p. - $1.25

A practical guide to help persons with multiple sclerosis and other physical disabilities to live as independently as possible. Printed in large size type and illustrated with 40 line drawings.

PR-29 THE WHEELABOUT GARDEN

Easter Seal Society of Massachusetts. 1975, 1-fold leaflet, illus. - 10 cents.

Suggestions and information to help wheelchair users do more work with less effort as home gardeners.

Advocacy

A-244 THE EASTER SEAL ROLE IN ADVOCACY

1974, 2-fold leaflet-single copy free. ($2.50 per 100)

A-245 NATIONAL POLICY FOR A BARRIER-FREE ENVIRONMENT

1974, 2¾ x 8½" card - single copy free. ($1.00 per 100)

Joint statement by the National Easter Seal Society, the President's Committee on Employment of the Handicapped, and the American Institute of Architects supporting the aim of a national coalition to strengthen efforts for eliminating environmental barriers.

OP-7 FORCES IN MOTION

1973 (Occasional Paper no. 7), 18p., mimeo. - 25 cents.

A summary of statements and recommendations made at the 1972 Annual Convention of the National Easter Seal Society by consumers, volunteers, and professional workers meeting to identify issues and forces that relate to attainment of functional independence and self-fulfillment for the handicapped.

PR-21 ADVOCACY - A RESPONSIBILITY OF THE EASTER SEAL SOCIETY

by W. Scott Allan. Easter Seal Communicator, 1973, 1-fold leaflet-single copy free. ($9.50 per 1000)

A volunteer's interpretation of advocacy and the challenges and opportunities existing in the assumption of advocacy responsibilities.

Barrier-Free Design

A-200 CURRENT MATERIALS ON BARRIER-FREE DESIGN AVAILABLE FROM THE NATIONAL EASTER SEAL SOCIETY (AND OTHER SOURCES)

5p. - single copy free.

A-200g BARRIER-FREE DESIGN FOR THE DISABLED

Specifications produced by the Washington/Alaska Regional Medical Program in cooperation with the Easter Seal Society of Washington. 1972, 11p. - single copy free.

A-200j YOU CAN'T GET THERE FROM HERE

Journal of American Insurance, Spring, 1974, 4p. - single copy free.

A capsule report of progress and benefits achieved in the campaign to eliminate architectural barriers.

A-200k BARRIER-FREE ARCHITECTURE: YESTERDAY'S SPECIAL DESIGN BECOMES TOMORROW'S STANDARD

by Mary E. Osman. AIA Journal, March, 1975, 2p. - single copy free. ($5.00 per 100)

Recent legislation, studies, and current trends.

A-200q PEOPLE ARE ASKING ABOUT . . . DISPLAYING THE SYMBOL OF ACCESS

President's Committee on Employment of the Handicapped and the National Easter Seal Society. 1974, 12p. - single copy free.

Criteria for proper display of the wheelchair silhouette adopted by Rehabilitation International as the International Symbol of Access to designate barrier-free buildings and facilities.

A-200-2 BREAKING THOSE BARRIERS DOWN

by Mildred Jailer. The Royale Forum, Spring, 1974, 3p.-single copy free. ($5.00 per 100)

Examples of successes sought and attained by the Easter Seal Society in the effort to break down architectural barriers.

A-200-11 HOUSING AND TRANSPORTATION: TWIN BARRIERS TO INDEPENDENCE

by Doris Van Vechten and I. Barry Pless, M.D. Rehab. Lit., 1976, 7p.-15 cents.

A-238 A LIVING ENVIRONMENT FOR THE PHYSICALLY DISABLED

by Dorothy A. Jeffrey, O.T.R. Rehab. Lit., 1973, 6p.-10 cents.

How housing can serve as a pivotal base on which an adaptable living environment can be developed.

A-240 AN IMPORTANT SYMBOL AND IMPORTANT PEOPLE

1973, 1-fold leaflet-single copy free. ($5.00 per 100)

For use in advocacy programs and promoting awareness of the International Symbol of Access.

E-52 WHEELCHAIR INTERIORS

by Sharon C. Olson and Diane K. Meredith. 1973, 46p. illus.-$1.50.

Practical suggestions for making the home functional, convenient, and safe for the person who lives in a wheelchair.

L-103 FROM PROBLEM TO SOLUTION: THE NEW FOCUS IN FIGHTING ENVIRONMENTAL BARRIERS FOR THE HANDICAPPED

by Rita McGaughey. Rehab. Lit., 1976, 3p. - single copy free. ($5.00 per 100)

L-104 "NO ONE AT HOME"—A BRIEF REVIEW OF HOUSING FOR HANDICAPPED PERSONS IN SOME EUROPEAN COUNTRIES

by Deborah Greenstein, Charles Guell, and Edmond Leonard. Rehab. Lit., 1976, 8 p. - single copy free ($5.00 per 100)

Bibliographies

(Compiled by the Information Center. Based on entries in Rehabilitation Literature. Single copy free; inquire for quantity rates.)

L-1 A LIBRARY ON THE REHABILITATION OF THE PHYSICALLY HANDICAPPED

L-2 SELECTED REFERENCES ON THE VOCATIONAL COUNSELING, PLACEMENT, AND EMPLOYMENT OF HANDICAPPED WORKERS

L-3 SELECTION OF RECENT BOOKS ABOUT HANDICAPPED PERSONS - A CHECKLIST OF POPULAR FICTION AND BIOGRAPHY IN THE LIBRARY

L-4 BOOKS AND PAMPHLETS FOR PARENTS OF HANDICAPPED CHILDREN

L-5 A BRIEF CHECKLIST OF RECENT PUBLICATIONS RELATING TO ARCHITECTURAL PLANNING FOR THE PHYSICALLY HANDICAPPED

L-6 SOURCES OF INFORMATION ON SELF-HELP DEVICES FOR THE HANDICAPPED

L-7 BRAIN INJURY AND LEARNING DISORDERS IN CHILDREN

L-8 A BRIEF LIST OF PUBLICATIONS IN PRINT ON CEREBRAL PALSY

L-9 NATIONAL DIRECTORIES LISTING AGENCIES OR PROFESSIONAL PERSONNEL THAT MAY PROVIDE SERVICES FOR THE HANDICAPPED

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Careers in Rehabilitation

A-221 WANT TO HELP MAKE THE WORLD BETTER?

2-fold leaflet-single copy free. ($15.00 per 1000)

Recruitment leaflet for distribution to young people.

E-57 CAREERS IN ACTIVITY AND THERAPY FIELDS

American Alliance for Health, Physical Education, and Recreation. 1976, 31p.-$1.00.

Cerebral Palsy

A-111 LETTER TO THE PARENT OF A CEREBRAL PALSIED CHILD

by Mary Huber, Ph.D. CCM, 1952, 3p.-10 cents.

Suggestions for day-to-day home training to aid in development of speech.

A-155 SOME QUESTIONS AND ANSWERS ON OCCUPATIONAL THERAPY

See Activities of Daily Living

A-204 FEEDING THE CEREBRAL PALSIED CHILD

See Activities of Daily Living

A-220 FEEDBACK FROM THE FAMILY OF MAN: GUIDANCE POINTERS FROM PARENTS OF DISABLED CHILDREN

by Isabel P. Robinault, Ph.D. Rehab. Lit., 1968, 8p.-15 cents.

Letters from parents of handicapped children indicate their needs for information services.

A-230 CEREBRAL PALSY: HOPE THROUGH RESEARCH

Prepared by the Information Office, U.S. National Institute of Neurological Diseases and Stroke (Public Health Service pubn. no. 713). Rev. 1971, 7p.-single copy free.

A-257 NEW CRITERIA OF ADJUSTMENT FOR THE CEREBRAL PALSIED

See Vocational Aspects

E-30 SPEECH THERAPY FOR THE CEREBRAL PALSIED

by Harold Westlake, Ph.D., and David Rutherford, Ph.D. 1961, 62p., illus.-50 cents. (1-24 copies, 50 cents each; 25-99 copies, 45 cents each; 100 or more, 40 cents each)

Step-by-step procedures necessary to estimate child's language potential and establish guides for therapy.

E-31 CEREBRAL PALSY: DR. MEYER PERLSTEIN ANSWERS QUESTIONS PARENTS ASK

by Meyer A. Perlstein, M.D. 1961, 25p.-35 cents.

L-101 EARLY DIAGNOSIS, MANAGEMENT, AND TREATMENT OF CEREBRAL PALSY

by Alfred L. Scherzer, M.D., Ed.D. Rehab. Lit., 1974, 6p.-15 cents.

111

Minimal Brain Dysfunction

(Learning Disabilities)

A-205 COUNSELING THE PARENT OF THE BRAIN DAMAGED CHILD

by Ray H. Barsch, Ph.D. J. of Rehab., 1961, 3p.-10 cents.

A-223 LEARNING DISABILITIES DUE TO MINIMAL BRAIN DYSFUNCTION

Prepared by the Information Office of the U.S. National Institute of Neurological Diseases and Stroke (Public Health Service pubn. no. 1646). 1967, 21p.-single copy free.

A-229 LEARNING DISORDERS, HYPERKINESIS, AND THE USE OF DRUGS IN CHILDREN

by Leon Oettinger, Jr., M.D. Rehab. Lit., 1971, 7p. - 10 cents.

A review of the recent controversy of the use of drugs, especially amphetamines and methypenidate, with schoolchildren.

A-248 THE RESPONSIBILITY OF THE PHYSICIAN, PARENT, AND CHILD IN LEARNING DISABILITIES

by Eric Denhoff, M.D. Rehab. Lit., 1974, 6p.-15 cents.

Suggestions to help the physician blend the art with the science of medicine to effectively meet the needs of the learning disabled child and the child's family.

B-41 OUTLINE FOR REMEDIATION OF PROBLEM AREAS FOR CHILDREN WITH LEARNING DISABILITIES

by Joan L. Bornstein. 1972 (Occasional Paper no.6), 13p. mimeo.-25 cents.

An outline of some common problems, the identifiable behavior, and suggestions for amelioration.

D-34 LEARNING DISORDERS - PSYCHONEUROLOGICAL DISTURBANCES IN CHILDHOOD

by Helmer R. Myklebust, Ed.D. Rehab. Lit., 1964, 7p.-15 cents.

Explains the need for establishing criteria for adequate diagnosis and educational management of children with minimal brain damage.

D-40 MINIMAL BRAIN DYSFUNCTION IN CHILDREN: TERMINOLOGY AND IDENTIFICATION

Public Health Service pubn. no. 1415. 1966, 18p.-20 cents.

D-41 MINIMAL BRAIN DYSFUNCTION: EDUCATIONAL, MEDICAL, AND HEALTH RELATED SERVICES

Public Health Service pubn. no. 2015. 1969, 81p.-30 cents.

D-44 YOUR CHILD HAS A LEARNING DISABILITY - WHAT IS IT?

by Beverly S. Williams. 1971, 18p.-25 cents.

A primer for parents and classroom teachers giving encouragement that a child with this hidden handicap can become a self-sufficient adult through understanding, praise, and proper educational training.

E-34 THE BRAIN INJURED CHILD IN THE CLASSROOM

by Newell C. Kephart, Ph.D. 1963, 14p.-35 cents.

E-36 THE BRAIN INJURED CHILD

by Richard S. Lewis. 1963, 20p.-25 cents.

A science writer and parent describes the perceptually handicapped child and the nature of his handicaps.

E-37 CHILDREN WITH MINIMAL BRAIN INJURY

A symposium presented at the 1963 Annual Convention of the National Easter Seal Society, by Samuel D. Clements, Ph.D., Laura E. Lehtinen, Ph.D. and Jean E. Lukens, M.S. 30p.-50 cents. (1-24 copies, 50 cents each; 25-99 copies, 45 cents each; 100 or more, 40 cents each)

E-38 MINIMAL BRAIN DYSFUNCTION - A NEW PROBLEM AREA FOR SOCIAL WORK

A symposium presented at the 1967 Annual Forum, National Conference on Social Welfare. 28p.-25 cents.

E-54 BEHAVIOR MODIFICATION: AN APPROACH TO EDUCATION OF YOUNG CHILDREN WITH LEARNING AND BEHAVIOR DIFFICULTIES

by William I. Gardner, Ph.D. 1975, 22p.-50 cents. ($45.00 per 100)

An introduction to the behavior modification approach to learning as applied by the educational and parent training staff of the Easter Seal Child Development Center in Milwaukee, Wisconsin.

L-80 A SPEECH PATHOLOGIST TALKS TO THE PARENTS OF A NONVERBAL CHILD

See Speech and Hearing

Miscellaneous

A-191 DENTAL CARE FOR THE HANDICAPPED CHILD

by Wesley O. Young, D.M.D., M.P.H. and John R. Mink, D.D.S., M.S.D. Rehab. Lit., 1965, 6p. - 10 cents.

A-195 THE CHILD WITH SPINA BIFIDA CYSTICA

by Miklos Sugar, M.D. and Mary D. Ames, M.D. Rehab. Lit., 1965, 5p. - 10 cents.

The nature of the disability and methods of treatment.

A-228 THE CHANGING PICTURE OF PARKINSONISM

by E. Richard Blonsky, M.D. and Els C. Minnigh, R.P.T. Rehab. Lit., 1971, 7p. - 10 cents.

A discussion of neurological modifications resulting from administration of L-dopa and a report of the Northwestern University concept of rehabilitation through group physical therapy.

A-236 REHABILITATION IS HOPE TRANSLATED INTO ACTION

1972, 2-fold leaflet - 10 cents.

A health education leaflet that answers "what is rehabilitation" and distinguishes the difference between "disability" and "handicap."

A-251 STOP PARENTS: DO YOU KNOW THE EARLY WARNING SIGNS?

Consortium of State Departments of Education in the Appalachian Region. 1975, 2-fold leaflet - single copy free.

Early warning signs of handicapping conditions.

E-18 YOUR CHILD'S PLAY

by Grace Langdon, Ph.D. 1957, 25p. - 35 cents.

What toys mean to a child and how they can contribute to family living.

E-24 BUILDING AN ESTATE FOR A CRIPPLED CHILD

by John D. Riordan and George Rideout. 1959, 23 p. - 25 cents.

A guide to help parents plan for the financial security of a child who is severely disabled.

L-82 A PREVENTIVE CARE GUIDE FOR MULTIHANDICAPPED CHILDREN: DENTAL CARE BEGINS AT HOME

by Albert Green, D.D.S. Rehab. Lit., 1970, 2p. single copy free ($10.00 per 150)

Practical advice for parents. Suggests also where local dentists may obtain information.

YES-6 VIEW OF LIFE

See Social and Psychological Aspects

Posters

A-204 FEEDING THE CEREBRAL PALSIED CHILD

See Activities of Daily Living

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A-220 **FEEDBACK FROM THE FAMILY OF MAN: GUIDANCE POINTERS FROM PARENTS OF DISABLED CHILDREN**

See Cerebral Palsy

CT-1 **EASTER SEAL GUIDE TO CHARGING FEES FOR SERVICES**

1967, 12p. - 50 cents.

CT-2 **EASTER SEAL GUIDE TO ORGANIZATION AND OPERATION OF INFORMATION, REFERRAL AND FOLLOW-UP PROGRAMS**

1967, 38p. - $1.25.

CT-3 **QUESTIONS AND ANSWERS ON THE INFORMATION, REFERRAL AND FOLLOW-UP PROGRAM**

1969, 2-fold leaflet - single copy free.

A companion to CT-2 specifying components essential to an Easter Seal IR&F service. (See also CT-23)

CT-5 **EASTER SEAL GUIDE TO OPERATING AN EQUIPMENT LOAN SERVICE**

1972, 24p. - 75 cents.

CT-8 **PROGRAM POLICIES OF THE NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS**

1969, 24p. - $1.00.

CT-10 **EASTER SEAL GUIDE TO ORGANIZATION OF A PROFESSIONAL ADVISORY COUNCIL**

Edited by A.R. Shands, Jr., M.D. 1970, 24p. - 75 cents.

CT-13 **EASTER SEAL GUIDE FOR OPERATING PURCHASE PROGRAMS**

1972, 17p., mimeo. - 75 cents.

CT-23 **INFORMATION, REFERRAL AND FOLLOW-UP PROGRAMS IN THE EASTER SEAL SOCIETY**

1973, 16p., mimeo. - 50 cents.

An analysis of Easter Seal experiences in IR&F and examples of programs established by Easter Seal Societies since 1966.

CT-25 **PROCEEDINGS OF THE SEMINAR ON HEALTH MAINTENANCE ORGANIZATIONS**

— Papers and summaries from an Easter Seal seminar conducted in 1973. 47p., mimeo. - $1.50.

D-31 **HOME CARE PROGRAMS**

by Cecil G. Sheps, M.D., M.P.H., and Jack Kasten, M.P.H. Rehab. Lit., 1962, 15p. - 25 cents.

Various programs and criteria under which they should be administered.

D-43 **ISSUES AND ORIENTATIONS IN THE EVALUATION OF REHABILITATION PROGRAMS**

by Elizabeth A. Hefferin, Dr. P.H. and Alfred H. Katz, D.S.W. Rehab. Lit., 1971, 20p., 94 references - 35 cents.

E-23 **YOU ARE NOT ALONE**

See Social and Psychological Aspects

L-102 **SEX EDUCATION PROGRAM SERVICE MODEL FOR THE MULTIHANDICAPPED ADULT**

See Sexual Adjustment

Recreation and Camping

A-258 **RECREATION AND LEISURE COUNSELING: A REVIEW**

by John W. Shank and Dan W. Kennedy. Rehab. Lit., 1976, 5p. - 15 cents.

A progressive account of the state of the art, including concepts, methodology, direction, gaps in literature, and suggestions for research.

B-42 **SWIMMING FOR THE HANDICAPPED CHILD AND ADULT**

by Lou Neishloss. 1973 (Occasional Paper no. 10), 13 p., mimeo. - 25 cents.

Benefits of swimming and tips to help the instructor teach the activity to persons with different kinds of disabilities.

CT-21 **MAXIMUM UTILIZATION OF CAMP FACILITIES**

1973, 41p. - $1.50.

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E-41 **DIRECTORY OF RESIDENT CAMPS FOR PERSONS WITH SPECIAL NEEDS**

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Prepared by the Task Force on Special Camping of the National Easter Seal Society. 1968, 107p. - $1.50.

Research

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Safety and Accident Prevention

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2-fold leaflet - single copy free. ($10.00 per 1000)

Checklist for spotting potential hazards that may exist in the home.

B-40 **CONGRATULATIONS TO THE NEW MOMMY**

by Samuel C. Southard, M.D. 1970, 16p., illus. - 15 cents. (1-1000 copies, 15 cents each; 1000 or more, 10 cents each)

How to keep the new baby safe from accidents.

PR-22 **ONCE UPON A BICYCLE**

Prepared by the National Easter Seal Society in cooperation with the National Safety Council and the Bicycle Institute of America. 1974, 2-fold leaflet - 10 cents. ($24.00 per 1000)

Safe "driving" tips for bicyclists.

PR-23 **THINK SAFETY** (Bumper Sticker)

White background with blue Easter Lily and message in black: "Think Safety - Easter Seal Society" - 10 cents ($5.50 per 100)

Sexual Adjustment

A-243 **SEXUALITY AND THE HANDICAPPED**

by Milton Diamond, Ph.D. Rehab. Lit., 1974, 7p. - 15 cents.

Frank, specific ideas to assist the professional in dealing conceptually with issues that relate to improved sexual functioning by handicapped persons.

A-250 **SEX AND SELF: THE SPINAL CORD-INJURED**

by Silas P. Singh, Ph.D., and Tom Magner. Rehab. Lit., 1975, 9p. - 15 cents.

The importance of self-concept in the rehabilitation of a person with a spinal cord injury and its relation to sexual functioning.

L-102 **SEX EDUCATION PROGRAM SERVICE MODEL FOR THE MULTI-HANDICAPPED ADULT**

by Rose Cook. Rehab. Lit., 1974, 5p. - 15 cents.

A sex education program as developed by United Cerebral Palsy of Denver

Social and Psychological Aspects

A-167 UNDERSTANDING PARENT'S FEELINGS

by Eugene T. McDonald, Ed.D. 1963, 3p. - 10 cents.

Suggests that parental reactions to a handicapped child's condition have their beginnings in natural attitudes and feelings; offers suggestions for working out problems.

A-188 SENSITIVITY OF ONE PERSON TO ANOTHER

by Tamara Dembo, Ph.D. Rehab. Lit., 1964, 5p. - 10 cents.

Discusses why parents feel professional persons are frequently insensitive to their needs and suggests ways of arriving at more fruitful relationships with parents.

A-193 ABC'S FOR PARENTS

by Marybeth P. Frey. Rehab. Lit., 1965, 3p. - 10 cents.

Aids to management of the slow child at home.

A-207 DISABLING MYTHS ABOUT DISABILITY

by Beatrice A. Wright, Ph.D. 1961, 10p. - 10 cents.

A-208 WHEN YOU MEET A HANDICAPPED PERSON

1967, 1-fold leaflet - single copy free. ($5.00 per 100)

Fifteen hints for rewarding relationships.

A-220 FEEDBACK FROM THE FAMILY OF MAN: GUIDANCE POINTERS FROM PARENTS OF DISABLED CHILDREN

See Cerebral Palsy

B-30 HOW ARE YOU EMOTIONALLY?

by William C. Menninger, M.D. 1955, 5p. - 15 cents.

A psychiatrist discusses common misconceptions which distort attitudes toward disability and those who are disabled.

D-26 SIGNIFICANCE OF PUBLIC ATTITUDES IN THE REHABILITATION OF THE DISABLED

by G. Allan Roeher, Ph.D. Rehab. Lit., 1961, 7p. - 25 cents.

E-17 WHY DID THIS HAVE TO HAPPEN?

by Earl Schenck Miers. 1967, 28p. - 25 cents.

Account of a man who shares with parents how he learned to live with his handicap and lead a productive life.

E-23 YOU ARE NOT ALONE

by Lawrence J. Linck. 1959, 28p., illus. - 50 cents. ($45.00 per 100)

Resources available to help parents find help for their child through professional personnel and existing facilities.

E-29 ON BEING A PARENT OF A HANDICAPPED CHILD

by Benjamin Spock, M.D. 1961, 18p., illus. - 35 cents.

YES-6 VIEW OF LIFE

by Henry Henscheid. 1975, 16p. - 25 cents

An inspirational booklet for handicapped persons of all ages, based on the personal experiences and philosophy of a young adult who has a physical disability.

Special Education

(See also entries under Minimal Brain Dysfunction)

A-237 A COOPERATIVE PROGRAM IN MATERIALS DEVELOPMENT FOR VERY YOUNG HOSPITALIZED CHILDREN

by Gloria F. Wolinsky, Ed.D. and Nancy Koehler, M.A. Rehab. Lit., 1973, 9p. - 25 cents.

Lists safe, sturdy, yet inexpensive items created or adapted for use by child care workers as aids in exposing hospitalized infants and toddlers to tactile, visual, auditory, and kinesthetic stimulation.

L-76 A GUIDE FOR PARENTS OF CHILDREN RECEIVING SPECIAL EDUCATION

by James W. Allegra. Rehab. Lit., 1969, 2p. - single copy free. ($10.00 per 150)

Some answers to questions parents often ask.

Speech and Hearing

A-111 LETTER TO THE PARENT OF A CEREBRAL PALSIED CHILD

See Cerebral Palsy

A-186 AN OPEN LETTER TO THE FAMILY OF AN ADULT PATIENT WITH APHASIA

by Betty Horwitz, M.A. Rehab. Lit., 1962, 4p. - 10 cents.

A-217 DO'S AND DON'T'S FOR PARENTS OF PRE-SCHOOL DEAF AND HARD OF HEARING CHILDREN

by Jean Utley Lehman, Ph.D. 1967, 1-fold leaflet - 15 cents.

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Spansih edition of DO'S AND DON'T'S FOR PARENTS OF PRE-SCHOOL DEAF AND HARD OF HEARING CHILDREN, 1975, 1-fold leaflet - 15 cents.

A-259 A REVIEW OF RHYTHMIC PACING ON A TREATMENT STRATEGY FOR STUTTERING

by John M. Hutchinson, Ph.D. Rehab. Lit., 1976, 7p. - 15 cents.

The historical development of rhythmic speech therapy for stuttering, some experimental and theoretical considerations, and an overview of typical clinical programs.

B-39 SPEECH PROBLEMS OF HEMIPLEGIC PATIENTS

by Martha L. Taylor, M.A. 1962, 7p. - 15 cents.

Practical, professional principles of particular significance to the speech therapist.

E-26 BRIGHT PROMISE

by Eugene T. McDonald, Ed.D. 1959, 21p. - 35 cents.

Useful information for parents of a child with a cleft palate.

E-26S UN FUTURO ATRACTIVO

Spanish edition of BRIGHT PROMISE, 1974, 22p. - 35 cents.

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E-53 FIRST AID FOR APHASICS

by Joseph S. Keenan, Ph.D. 1974, 17p. - 35 cents.

A simplified guide describing steps that anyone can take to help get a person with aphasia started on the road to recovery.

G-19 A HANDBOOK ON STUTTERING

by Oliver Bloodstein, Ph.D. Revised 1975, 404p., paperbound - $4.00.

A systematic review of the literature on research and experimentation designed to determine why people stutter and the ways in which they can be helped. More than 1,000 references.

L-80 A SPEECH PATHOLOGIST TALKS TO THE PARENTS OF A NONVERBAL CHILD

by Harriet W. Dubner. Rehab. Lit., 1969, 2p. - single copy free. ($10.00 per 150)

Answers questions asked by parents of children with delayed speech.

L-94 APHASIA ACCORDING TO AN EXPERT

by Mary Pannbacker. Rehab. Lit., 1971, 5p. - 15 cents.

An unedited self-account of a 30-year-old engineer who became aphasic.

L-98 THE ROLE OF THE SPEECH PATHOLOGIST IN THE EARLY TREATMENT OF THE APHASIC PATIENT

by Harriet Dubner. Rehab. Lit., 1972, 3p. - 10 cents.

The role of the speech pathologist and of the nurse in language rehabilitation.

Stroke and Hemiplegia

(See also entries under Speech and Hearing)

A-185 LIFE WITH A STROKE

by McKenzie Buck, Ph.D. CCM, 1957, 7p. - 15 cents.

Clinical impressions of a cerebral vascular accident reported from personal experience by the director of a speech and hearing clinic.

A-225 STROKE PATIENT REHABILITATION: A MAJOR EASTER SEAL PROGRAM

Easter Seal Bulletin, 1963, 7p., illus - single copy free. ($10.00 per 250)

A-235 UNDERSTANDING STROKE

1972, 2-fold leaflet - 10 cents.

Practical information and advice to help families and friends understand stroke and the person who has had one.

A-242 HANDY, HELPFUL HINTS FOR THE HANDICAPPED

by Julius D. Lombardi. 1974, 10p. - 15 cents.

Practical ideas for everyday living developed and shared by a man who "came back" from a stroke.

CT-11 STROKE CLUBS: HOW TO ORGANIZE A GROUP PROGRAM FOR STROKE PATIENTS AND THEIR FAMILIES

1972, 9p., mimeo. - 50 cents.

CT-19 EASTER SEAL GUIDE FOR OUTPATIENT PROGRAM FOR STROKE PATIENTS

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D-19 PREVENTIVE TECHNIQUES OF REHABILITATION FOR HEMIPLEGIC PATIENTS

by Nila Covalt, M.D. GP, 1956, 12p. - 25 cents.

Reviews for the family doctor the rehabilitative measures that should by initiated immediately after the stroke.

E-48 IN A NUTSHELL: A GUIDE FOR STROKE REHABILITATION IN THE COMMUNITY HOSPITAL

A special printing of a manual issued by the Chicago Heart Association. 1972, 24p. - 25 cents.

E-50 STROKE REHABILITATION: REPORT II OF JOINT COMMITTEE FOR STROKE FACILITIES

Stroke, 1972, 35p. - 30 cents.

One of ten reports offering guidelines in the care of stroke patients.

Vocational Aspects

A-247 A GUIDE TO MANUFACTURING AND SERVICES PERFORMED BY EASTER SEAL SHELTERED WORKSHOPS

1975, 2-fold leaflet - single copy free.

A-255 JOB PERFORMANCE AND SATISFACTION OF SUCCESSFULLY REHABILITATED VOCATIONAL REHABILITATION CLIENTS

by M.S. Tseng, Ed.D. Rehab. Lit., 1975, 7p. - 15 cents.

A-256 THE PLACEMENT PROCESS IN THE REHABILITATION OF THE SEVERELY HANDICAPPED

by William M. Usdane, Ph.D. Rehab. Lit., 1976, 5p. - 15 cents.

A-257 NEW CRITERIA OF ADJUSTMENT FOR THE CEREBRAL PALSIED

by Lucretia Floor and Marvin Rosen, Ph.D. Rehab. Lit., 1976, 7p. - 15 cents.

Report of a project suggesting that new models—similar to those accepted for retired persons in incorporating criteria other than "work"—be used as measures of adjustment for the developmentally disabled.

Volunteers

E-43 HANDBOOK OF HINTS FOR HELPERS

Easter Seal Society of California, 1966, 22p., illus. - 50 cents.

Helpful suggestions for child service attendants assisting the teacher or the therapist in a direct service program.

VR-1 PRESIDENT'S PACKET

1968 - 75 cents.

A series of six brochures describing the roles of an Easter Seal board president and board committees.

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1972, 22p. - 50 cents.

A guide to organizing an Easter Seal Auxiliary.

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1973 - $2.00.

Loose-leaf notebook describes successful Easter Seal volunteer projects in the areas of advocacy, direct services, public and professional education, and office services.

VR-8 LEGAL RESPONSIBILITIES OF BOARD MEMBERS

by Thomas C. Teas. 1973. 8p. - 25 cents.

Legal responsibilities of persons serving on Easter Seal boards of directors.

VR-9 VOLUNTEERS FOR EASTER SEALS

by Mrs. William C. Keller. 1974, 24p. - 50 cents.

A guide to developing an Easter Seal volunteer program.

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1972--25 cents.

YES-4 YOUTH FOR EASTER SEALS . . . A "HOW TO" TO GETTING STARTED

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New focuses as reported at a special conference on Developing a Barrier-Free Environment, held in connection with the 1975 Annual Convention of the NESSCCA.

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( ) A-200-19 GUILTY BUILDINGS. A pamphlet giving ideas for local action to eliminate architectural barriers. 1976. Single copy only–free. Quantities available from PCEH.

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FREEDOM OF CHOICE. A two-volume report of the Architectural and Transportation Barriers Compliance Board Public Hearing on Housing for Handicapped Individuals held in Chicago, Ill., June 9-10, 1975. Volume I contains testimony, other information, and recommendations. Volume II is a transcript of the oral and written testimony presented at the hearing, which was included in a report submitted to the President and Congress in September, 1975.

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BARRIER FREE SITE DESIGN (Stock No. 023-000-00291-4). An illustrated manual developed by the American Society of Landscape Architects Foundation under a HUD contract. 1975. $2.30 a copy.

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DESIGN FOR THE DISABLED. An illustrated manual.

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ILLUSTRATED HANDBOOK OF HANDICAPPED SECTION OF NORTH CAROLINA STATE BUILDING CODE, by Ronald L. Mace. 1974. $1.50 a copy.

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ARTS AND THE HANDICAPPED: AN ISSUE OF ACCESS. Report by the Educational Facilities Laboratories and the National Endowment for the Arts. 1975. $4.00 a copy.

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NO PLACE LIKE HOME: ALTERNATIVE LIVING ARRANGEMENTS FOR TEENAGERS AND ADULTS WITH CEREBRAL PALSY, by Irving R. Dickman. 1975. $2.25 a copy.

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ACCESSIBILITY MODIFICATIONS: GUIDELINES FOR MODIFICATIONS TO EXISTING BUILDINGS FOR ACCESSIBILITY TO THE HANDICAPPED, by Ronald L. Mace. 1976. $2.00 a copy.

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A HANDBOOK ON THE LEGAL RIGHTS OF HANDICAPPED PEOPLE. A summary of laws to aid handicapped citizens in the Washington, D.C. metropolitan area and to serve as a model for similar regional handbooks. 1976.

President's Committee on Employment of the Handicapped
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UNIFORM BARRIER FREE DESIGN ACT. (Proposed Official Draft). 1976.

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AIR TRAVEL FOR THE HANDICAPPED. A consumer education booklet published by Trans World Airlines. 1976. Copies available free at all TWA ticket offices or direct from airline headquarters.

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AIRLINE & AIRPORT ACCESSIBILITY SURVEY. A two-part international survey undertaken by *REHABILITATION/WORLD* and reprinted from the journal. 1976.

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INTO THE MAINSTREAM, by Stephen A. Kliment. Facts, figures, background, and trends to guide and encourage all persons to make the man-built environment accessible enough to bring every handicapped person into the mainstream of daily living. 1975.

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MOBILE HOMES: ALTERNATIVE HOUSING FOR THE HANDICAPPED. A report based on research and studies conducted by Saint Andrews Presbyterian College, Laurinburg, N.C., under contract with the U.S. Department of Housing and Urban Development, Office of Policy and Research. Suggests design modifications and adaptations of help to both mobile home builders and users. 1976.

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JOB READY. What private businesses can do to eliminate mobility barriers that prevent work-ready disabled adults from competing fairly for employment or conducting business independently in a particular building. Includes cost factors. 1976.

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(20004) RECREATION IN CORRECTIONS, a special issue of PARKS & RECREATION magazine, published in September 1974. Guest Editor is David Fogel, executive director of the Illinois Law Enforcement Commission. Articles by Governor Dan Walker of Illinois, Senator Charles Percy, Sugar Ray Robinson and many others. Interviews with Pancho Gonzales and Herb Smith. Features on Prison Recreation in 1990, Master Craftsmen Inside, The Lowdown on High-Rise Jails, and Recreation-A Privilege or a Necessity. 84 pp. **$2.00**

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Hot Off the Press from NRPA

LEISURE EDUCATION CURRICULUM: GRADES K-12 by Dorothy Zeyen, Linda Odum and Roger Lancaster. 3rd edition. Published by NRPA, 1977.

A comprehensive program of leisure education in a 2-volume set. Each volume (Vol. 1 K-6; Vol. 2 7-12) contains 8 goals that were developed by leading practitioners in leisure education; concepts that provide a detailed rationale for each goal; "behavioral statement" that allow both overall observation and specific focus points as progress checks along the way; task cards that are samples of each concept and suggest actual learning experiences that assist in achieving the goal at 3 levels of difficulty.

430 pp. per volume 3-ring vinyl binder. ***Cost: $45 per volume***

ADMINISTRATIVE GUIDELINES FOR THE IMPLEMENTATION OF LEISURE EDUCATION by Dorothy Zeyen and Linda Odum. Published by NRPA, 1977.

These guidelines provide an overview of leisure education from a state-of-the-art perspective; an explanation of the curriculum; strategies for teaching leisure education; administrative considerations; and examples of leisure education.

44 pp. Paper ***Cost: $12.00***

ANNOTATED BIBLIOGRAPHY FOR LEISURE EDUCATION **(2nd Edition)** by Linda Odum and Roger Lancaster. Published by NRPA, 1977.

An update and cross-referencing of materials related to leisure education. Includes books, articles, A-V materials, historical references; unpublished papers; proceedings of conferences.

76 pp. Paper ***Cost $8.00***

TOTAL PACKAGE OF: Curriculum. Guidelines. Bibliography **Cost: $75.00**

(Savings on total package—$35.00)

CREATIVE RECREATION PROGRAMMING HANDBOOK: Ideas and Year-Round Activities for Children and Youth by Dr. Adah Parker Strobell, 33rd edition of NRPA's program series.

This concisely written, beautifully illustrated activities guide provides a multitude of innovative programming ideas for children of all ages. Activities included can be utilized year-round, indoor or outdoor, in large areas or in confined spaces. Written to be used by novice and experienced activities leaders alike.

375 pp. 1977 ***Cost: $10.95***

EFFECTIVE UTILIZATION OF ABANDONED RAILROAD RIGHTS-OF-WAY FOR PARK/RECREATION PURPOSES by John S. Blair and Barry S. Tindall. Published by NRPA.

A comprehensive discussion of the problems and solutions associated with the conversion of abandoned railroad rights-of-way for recreation use. This publication begins where "From Rails to Trails" left off. Documents the hands-on experiences of individuals who have been through the ropes of converting abandoned railroad rights-of-way to recreation purposes. *Limited Printing of 1000 copies.*

74 pp. ***Cost: $6.95***

PERSPECITVES OF LEISURE COUNSELING by David M. Compton and Judith E. Goldstein (editors). Published by NRPA.

Prepared as a result of the 1976 Mini-Conference on Leisure Counseling convened at the NRPA Congress for Recreation and Parks. Perspectives includes an assessment of the issues confronting personnel as they develop and implement leisure counseling programs; examines models, techniques, and instruments; and lays a foundation for continuing investigation of the leisure counseling phenomenon.

199 pp. Paper ***Cost: $5.95***

THE EMPLOYMENT PROCESS-EMPLOYER AND APPLICANT GUIDELINES by Ann L. Kief and Elmo Meroney, 1977, Management Aid No. 97.

A concise, step-by-step analysis of the interviewing process for both employees and applicants. Provides valuable information on interview preparation including what an applicant should consider when organizing a resume, and what to do once it has been completed—to what an employer should look for in an employee and key precautionary measures to take in the interviewing process.

36 pp. 1977 ***Cost: $3.95***

PARKS, RECREATION, AND LEISURE SERVICES EMPLOYMENT IN THE PUBLIC SECTOR: STATUS AND TRENDS: by Dr. Donald Henkel and Dr. Geoffrey Godbey.

A detailed report and analysis of the recently completed nationwide manpower study of park and recreation employment. Contains over 60 detailed tables on a broad variety of employee characteristics, and review and analysis of previous national manpower studies conducted during the past decade.

100 pp. ***Cost: $10.00***

NRPA Energy Conservation Project Publications:

ENERGY IDEAS FOR MANAGEMENT AND EDUCATION —a monthly newsletter for interpreters containing feature articles, on "energy transfer" section (articles or letters by interpreters on energy problems for visitors), news, and a calendar of energy happenings.

monthly ***Free of Charge***

ENERGY MANUAL FOR PARKS **2nd edition 1976**—a handbook for interpreters and naturalists containing up-to-date information on energy use in nature and by people. Provides the basic facts from which interpretive programs may be created. Also useful for general audiences.

196 pp. ***Cost: $3.00***

AVAILABLE SOON

(Advance Orders Being Taken Now!)

IMPROVE YOUR PUBLIC RELATIONS by Dr. Garrett G. Eppley, for the National Recreation and Park Association.

A long overdue, practical public relations textbook for attaining and maintaining good and effective relationships within park and recreation agencies and externally with its various publics. This book contains contributions by the author, supplemented by graphic illustrations, and the suggestions and related experiences of nationally known administrators and board members. Topics included in this text are techniques for effective working relations with the board, its individual members, and the political structure, desirable practices for board and staff meetings, how to involve the local citizens and organization in the operation of the organization and its program, and the effective use of newspapers, radio, television, exhibits, personal contacts, and public speaking in the public relations program. This important text can serve as a ready reference for persons engaged in workshops and areas of inservice training, as well as a variety of course areas including public relations, community relations, personnel management, communications, and administration.

175 pp. ***Cost: $12.95***

THERAPEUTIC RECREATION: STATE-OF-THE-ART, National Recreation and Park Association, Gerald S. Fain and Gerald L Hitzhusen. Articles by Edith L. Ball, Ethel O. Scott, Fred Humphrey, Karen Amaros, et al, Gene Hayes, Janet Pomeroy and other distinguished writers.

165 pp. ***Cost: $7.95***

1976 RECREATION AND PARK YEARBOOK by David M. Compton and Peter J. Verhoven. The Yearbook is the broadest and most complete statistical record of the growth of local public park and recreation operations in the United States. Data is presented by states and cities on such subject areas as personnel, programs, areas and facilities, type of organiza-

tion, budget, etc. The Yearbook is a primary source of city specific statistical information to document the development of parks and recreation in the U.S.

Approx. 400 pp. ***Cost: $12.00***

TRAINING PROTOTYPE: THERAPEUTIC RECREATION CONSULTATION AND LEISURE SERVICE DELIVERY TO HANDICAPPED CHILDREN AND YOUTH by Judith E. Goldstein, Published by NRPA, 1977.

Implementation guidelines and modules for a prototype professional preparation program at the master's and post-master's levels. Modules include learning activities, unit rationales, objectives, topics of concern, and resources. Module content: Consultation, communications, report preparation, education/training, legislation, grantsmanship, fund development, information resources, citizen involvement, research, organizational behavior/change, environmental barriers/accessibility. Developed through a grant from the Bureau of Education for The Handicapped.

Approx. 250 pp. ***Cost: $6.00***

ASSESSING THERAPEUTIC RECREATION MANPOWER: GUIDELINES FOR USING THE SURVEY QUESTIONNAIRE by Peter J. Verhoven and Judith E. Goldstein. Published by NRPA, 1977.

Although the guide's focus is therapeutic recreation manpower assessment, the information may be applied to an assessment of any segment of the work force in any profession or discipline. Process and potential problems are presented through a series of questions and answers; sample survey questions are also provided. The booklet will assist academic administrators and faculty to obtain personnel utilization profiles for use in professional preparation strategies. It will also assist students to understand the process of survey research. This publication was developed as part of the NRPA-Bureau of Education for the Handicapped project on therapeutic recreation consultation.

22 pp. Paper ***Cost: $3.00***

LEISURE ACTIVITY PARTICIPATION AND HANDICAPPED POPULATIONS: ASSESSMENT OF RESEARCH NEEDS, by Judith E. Goldstein. Published by NRPA, 1977.

This publication includes information resulting from the 1974 NRPA-Bureau of Education for the Handicapped needs assessment conference. Papers presented at the conference address: research and development; attitudinal barriers; activity analysis; adaptation/design considerations; and education/counseling. Recommendations focus upon: (1) social psychology of leisure; (2) leisure activity analysis and programming; (3) barrier reduction through environmental design and engineering; (4) dissemination and utilization; and (5) service delivery. A handy reference and instructional resource appropriate for leisure service personnel and primary and secondary teachers.

151 pp. Paper ***Cost: $2.50***

ASSESSING THERAPEUTIC RECREATION MANPOWER: GUIDELINES FOR USING THE SURVEY QUESTIONNAIRE by Peter J. Verhoven and Judith E. Goldstein. Published by NRPA, 1977.

Although the guide's focus is therapeutic recreation manpower assessment, the information may be applied to an assessment of any segment of the work force in any profession or discipline. Process and potential problems are presented through a series of questions and answers; sample survey questions are also provided. The booklet will assist academic administrators and faculty to obtain personnel utilization profiles for use in professional preparation strategies; and students to understand the process of survey research.

22 pp. Paper ***Cost $3.00***

ENERGY ACTIVITY GUIDE, **2nd Edition, 1977**—a collection of colorfully illustrated articles and activities, containing information on all aspects of energy. Written for general audience and often given to visitors at park sites.

24 pp. ***Available Soon***

ENERGY WORKBOOK FOR PARKS **1977**—contains many ideas and illustrations for making energy principles understandable through activities. Written for interpreters, teachers, and all those working to make energy and its importance more clear.

96 pp. ***Available Soon***

CONSULTATION: ENHANCING LEISURE SERVICE DELIVERY TO HANDICAPPED CHILDREN AND YOUTH by Judith E. Goldstein. Published by NRPA, 1977.

Consultation contributes new perspectives and concepts to the recreation literature by exploring the use of therapeutic recreation specialists as consultants in municipal recreation agencies, institutions, and public school systems. Child advocacy and the consultant-consultee relationship are also addressed. Appendices contain information on grantsmanship (a look at the process, glossary of terms, and bibliography), bibliographies on consultation and architectural accessibility, and a glossary of special education terms.

191 pp. Paper ***Cost: $7.00***

COMMUNITY PLATFORM TENNIS by Dick Squires, published by NRPA, 1977, Management Aid No. 98.

An excellent new management aid by the best known name in Platform Tennis today, containing all the basic "How-To-Do-It" proven techniques, guidelines, and information to assist communities establish this fast growing program. Included are: basic game fundamentals and strategy, facility and equipment specifications, rules and regulations, program planning assistance, and a case study from the very successful Princeton, New Jersey Program by Park and Recreation Director F. Donald Barr.

48 pp. ***Cost: $3.95***

NATIONAL PERSONNEL STANDARDS-GUIDELINES by NRPA staff, assisted by special American Park and Recreation Society Branch Committee chaired by Jesse Reynolds.

This new publication, the most modern, technical resource, contains complete model organization guidelines and position descriptions for current parks, recreation, and leisure service agency jobs. It is the up-to-date, expanded booklet replacing NRA's old personnel standards manual.

60 pp. ***Cost: $7.95***

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OLD FAVORITES

Park Planning Guidelines, by George E. Fogg, 1975, 150 pp. $8.00

Land Acquisition, by Warren W. Kershow, 1975, 26 pp. $3.50

Bikeways: Their Design, Construction, and Operation, by Temple Jarrell, 1974, 180 pp. Paper $7.00

National Park, Recreation, and Open Space Standards by Robert Buechner and NRPA, 1970 edition, 51 pp. Paper $4.00

Islands of Hope: Parks and Recreation in Environmental Crisis by William E. Brown, 1970, 194 pp. Paper $3.95

Revenue Sources Management in Parks and Recreation by Thomas I. Hines, 1974, 170 pp. Paper $8.00

MANAGEMENT AIDS

(14045) ***Financing Sources of Income for Public Park and Recreation Departments*** by Thomas I. Hines, 1974 26 pp. $3.00

(14046) ***Budgeting for Public Parks and Recreation*** by Thomas I. Hines, 1974, 29 pp. $3.00

(14084) ***Foundation-Trust-Endowment-and-Gift Programs for Parks, Recreation, and Conservation*** by Robert M. Artz, 1970, 53 pp. $3.00

(14094) ***Community Tennis Facilities and Operations*** developed in cooperation with the U.S. Lawn Tennis Association and the U.S. Lawn Tennis Facilities Committee, Alfred S. Alschuler, chairman, 1972, 29 pp. $3.00

(14096) ***Community Recreation Programming for Handicapped Children*** by Dr. George T. Wilson, 1974, 37 pp. $3.00

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Therapeutic Recreation: State of the Art

Therapeutic Recreation: State of the Art is a special publication of the National Therapeutic Recreation Society of the National Recreation and Park Association and presented to the participants of the XIII World Congress of Rehabilitation International.

The publication has been prepared in cooperation with Rehabilitation International and the World Recreation and Leisure Association. *Limited* number of complimentary copies available. See coupon on other side.

If you are in the Therapeutic Recreation field, you need this book. The content includes:

Forward

"The Global Movement in Leisure for the Handicapped"

Introduction

"The Benefit of Leisure and Participation to People Who Are Handicapped" by John A. Nesbitt

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"The Meaning of Therapeutic Recreation" by Edith L. Ball

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"Therapeutic Recreation in the Delivery of Leisure Services" by Ethel O. Scott and Gerald L. Hitzhusen

Chapter III
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"The Future: Recommendations for World Action" proposed by the World Leisure and Recreation Association, William D. Cunningham, Executive Director

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1601 N. Kent Street
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National Therapeutic Recreation Society

WORLD THERAPEUTIC RECREATION PUBLICATION

A new publication entitled Therapeutic Recreation State of the Art will soon be available. It is being prepared for the XIIIth World Congress of Rehabilitation International to be held June 13-18 in Tel Aviv, Israel. Sample copies of this book will be available to Congress participants at the NTRS Resource Center in Tel Aviv. Interested individuals and institutions around the world can obtain a copy by writing Ms. J. Etzler, Rehabilitation International Infromation Service, Stiftung Rehabilitation Heidelberg, 6900 Heidelberg 1 Postfach 101 409, Federal Republic of Germany. It will also be available for purchase in June 1976 through NTRS.

THERAPLAN

Theraplan Incorporated is a non-profit organization founded in 1973 to perfrom therapeutic recreation planning and programming services for the social, cultural and physical rehabilitation of mentally retarded and physically handicappped persons. Planning and Consultation, Programming and, Research services are available with respect to designing a barrier-free recreation facility. The publication Design-Aid Bulletin - Management Series and Design-Aid Bulletin - Design Series are available from the organization at 1536 Pipher Lane, Manhattan, Kansas 66502 913/537-7457.

ACCESS WASHINGTON

Handicapped visitors to the Nation's Capital beginning this year will have available at no cost a special book, Access Washington, which lists all theaters, restaurants, hotels and motels, sites of interest, recreation facilities and transportation facilities and services in the Greater Washington area which are accessible to handicapped people. A copy of the guide can be obtained at the Visitors Center in the Commerce Building, 14th and E Streets, N.W., Washington, D.C. or by writing Information Center for Handicapped Individuals, 1619 M Street, N.W., Washington, D.C. 20036.

RESOURCES

Therapeutic and Adapted Recreational Services by Jay S. Shivers and Hollis S. Fait; it is available from Lea and Febiger Publishing Company, Philadelphia, Pennsylvania.

Therapeutic Recreation: A Helping Profession by Gerald O'Morrow; available from Reston Publishing Compnay, Inc. % Prentice Hall, Inc., Englewood Cliffs, New Jersey 07632 ($9.95).

Therapeutic Recreation Education: Developing a Competency-Based Entry Level Curriculum by Jerry Kelley, Gary Robb, Wood Park and Kathleen Halber; available from the Office of Recreation & Park Resources, Department of Leisure Studies, University of Illinois, Urbana-Champaign, Illinois.

Special Recreation Cooperatives edited by Gary M. Robb; available from the Office of Recreation and Park Resources, Dept. of Leisure Studies, University of Illinois, Urbana-Champaign, Illinois.

BOOK REVIEWS

Working with the Elderly: A Training Manual is designed to help in the training of activity leaders in long-term care facilities for the disabled elderly. It provides in capsule form the broad spectrum of knowledge and skills required by the effective activity leader. It is available from D.O.K. Publishers, 71 Radcliffe Road, Buffalo, New York 14214.

Integrated Camping and the Retarded by Alex L. Murray and Paul F. Wilkinson contains an indepth summary of an extensive literature review relative to the

SPECIAL HANDICAPPED RESOURCE KIT

A special collection of NRPA's Park Practice Program Issues especially developed for anyone working with the handicapped includes: 1) Trends, July-August-September, 1974 dealing with accessibility; 2) Guidelines, July-August, 1974 dealing with the elderly; 3) Design, October-November-December, 1974 dealing with design criteria and; 4) Trends, January-February-March, 1974 dealing with accomodating the handicapped. This Kit is available from Publication Sales, NRPA, 1601 N. Kent St., Arlington, Virginia 22209 for $5.00 prepaid.

JOURNAL OF LEISURABILITY

The Journal of Leisurability is a quarterly publication of Leisurability Publications, Inc. with editorial offices at Box 281, Station "A", Ottawa, Ontario, Canada KIN 8V2. All requests regarding subscriptions, change of address, submission of manuscripts, etc., should be sent to this address. Subscription rates are $9.00/year or $8.00/year for five or more copies to a single address. Student subscriptions are available at $7.50/year if the name of the faculty advisor is provided.

NTRS
Department of Park & Recreation Admin.
605 Clark Hall
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Columbia, Missouri 65201

A new magazine for today's active disabled person. A new look. A new focus.

DISABLED USA replaces Performance Magazine beginning with the June 1977 issue. It will be published ten times a year.

In a survey of Performance readers, we found out what was needed. DISABLED USA is our response. This new, large-format magazine will feature coverage of people, programs and issues, emphasizing the concerns of today's disabled person. We hope that you'll like DISABLED USA and that you'll keep your comments coming.

The President's Committee on Employment of the Handicapped is committed to equal rights for all disabled people. DISABLED USA is a reflection of this commitment, and of the growing involvement of disabled people with the Committee and with the decisions which affect their lives.

DISABLED USA will be an in-depth focus on the new disabled person - the person with a disability who is leading a full, active and independent life.

If you are now receiving Performance, you'll begin to receive DISABLED USA in June 1977. If you're not receiving Performance, and you'd like to receive DISABLED USA, write:

The Editor, DISABLED USA
The President's Committee on Employment of the Handicapped
Washington, D.C. 20210

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the national therapeutic recreation society is:

the national therapeutic recreation society is:

. . . a branch of the National Recreation and Park Association, and is governed by a 15-member Board of Directors, which includes a President, a President-Elect, a Past President, and 12 Board Members elected by the membership. NTRS is located in the headquarters of the National Recreation and Park Association and is administered by a therapeutic recreation professional.

. . . the national professional organization for those concerned with providing recreation and leisure services to the ill, the handicapped, the disabled, and other special populations in hospitals, in institutions, and in the community.

Membership is available to all individuals working or concerned with those who are mentally ill, mentally retarded, physically handicapped, or blind, or those who have any other handicapping or disabling condition, or are in correctional institutions or nursing homes.

ntrs believes that:

- Recreation is a basic human need—a necessary part of a well-balanced, healthy life;
- Physiological, psychological, and sociological limitations should not negate an individual's right to leisure pursuits;
- Providing recreation services to ill, handicapped, and institutionalized individuals should mean a wide variety of activities and services within the institution, facility, and community;
- Recreation for the ill, disabled, and handicapped should be both therapeutic and recreational.

membership services

Since the National Therapeutic Recreation Society is a branch of the National Recreation and Park Association, membership in NTRS is a membership in NRPA as well. NTRS activities and publications supplement the basic services of membership in the Association. Of particular benefit to NTRS members are the following:

- *Therapeutic Recreation Journal*, a quarterly publication containing articles on a wide range of therapeutic recreation topics;
- *NTRS Newsletter*, a quarterly publication on news, meetings, new books, etc.;

- Special publications on various aspects of services to special populations, such as *Recreation in Nursing Homes, Recreation for Your Handicapped Child, and Symposium on Therapeutic Recreation;*

- NTRS Annual Institute, held in conjunction with the NRPA Annual Congress for Recreation and Parks;

- Liaison and coordination with agencies and organizations related to the field of therapeutic recreation, such as the Joint Commission on Hospital Accreditation; the Department of Health, Education, and Welfare; the President's Committee on Employment of the Handicapped; and the U.S. Bureau of Prisons.

membership categories

Membership in NTRS is open to all persons interested or involved in the expansion and improvement of therapeutic recreation services. Individuals may join the National Recreation and Park Association and affiliate with NTRS in two primary ways:

- As a *professional member,* at the annual dues rate of $50. Those who enroll in this category receive the most comprehensive individual service package.

- As an *associate member,* at the annual dues rate of $20.

NRPA *student members* may affiliate with NTRS by paying a $10 secondary branch membership fee, in addition to their $15 Association membership dues.

a valuable resource

NTRS provides comprehensive leadership in the field by:

- Uniting in one organization all professional and interested individuals either working or concerned with therapeutic recreation;

- Working with colleges, universities, and other educational institutions to develop curricula for the field of therapeutic recreation;

- Working and consulting with committees, agencies, and government in expanding therapeutic recreation services and facilities for the ill and the handicapped and in special settings, such as nursing homes and correctional facilities.

The spotlight is on you! The National Therapeutic Recreation Society needs your involvement and support.

JOIN NOW! Become part of this national effort to improve and to expand recreation services for the ill, the handicapped, the disabled, and other special groups.

Use the enclosed application, or write:

NTRS Branch Liaison
National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

NATIONAL RECREATION AND PARK ASSOCIATION

1601 North Kent Street
Arlington, Virginia 22209
(703) 525-0606

NATIONAL THERAPEUTIC RECREATION SOCIETY

(A Branch of the National Recreation and Park Association)

Voluntary Registration Program

1. What is Voluntary Registration with NTRS?

The NTRS registration program is one under which this organization attests that an individual applicant meets the minimum standards it has established for various classifications in the therapeutic recreation field. Registration is initiated by submitting an application along with official transcripts and qualifying data to the Executive Secretary of NTRS. ALL MATERIAL MUST BE SUBMITTED IN DUPLICATE AND WILL NOT BE RETURNED.

2. Who may apply?

Anyone who believes he/she qualifies at any classification listed on the attached standards.

3. What does registration cost?

NRPA Member	$15.00 - TRA, TRT I and TRT II
NRPA Member	$30.00 - TRL, TRS and MTRS
NRPA Non-member	$30.00 - TRA, TRT I and TRT II
NRPA Non-member	$50.00 - TRL, TRS and MTRS
Registration Renewal	$10.00
Registration Reclassification	$10.00

Payment is due upon submission of your registration application.

4. Does registration automatically entitle me to membership in the National Recreation and Park Association?

No! Although the registration program is administered by NTRS, membership in NRPA is separate and apart from registration and requires an additional fee and separate application. A membership application is enclosed for your convenience.

5. How should one pay fees?

A check or money order must be submitted with your application for registration. It should be made out to the National Therapeutic Recreation Society with a note thereon signifying "For NTRS Registration."

6. How should registration mail be addressed?

NTRS Branch Liaison
National Recreation and Park Association
1601 North Kent Street, 11th Floor
Arlington, Virginia 22209

Telephone number (703) 525-0606

7. What happens to the application?

The NTRS Branch Liaison Checks on the following:

1. Proper completion of the form and whether it has been notarized.
2. Inclusion of proper fees.
3. Official transcripts and necessary verifying data.

A card will be sent to you acknowledging receipt of your application and requesting additional material if required. Your application will then be forwarded to the NTRS Registration Board for consideration at their next meeting.

Schedule of Registration Board Meetings:	Completed Applications due at NRPA by:
February	January 15
June	June 15
October	September 15

8. How does an applicant know if he/she qualifies?

You will receive a letter of qualification along with your registration certificate and card. If you do not qualify you will receive information stating the reasons why you did not qualify, and you will have the opportunity either to file an appeal or to request a refund of all except $10.00 of your registration fee.

9. How is an appeal filed?

You may file an appeal by letter to the Executive Secretary of NTRS within 30 days of the date you receive notification if your application is rejected. Action on your appeal will be taken by the Board of Appeals (the Executive Committee of the NTRS) at its next regular meeting. Action of the Board of Appeals shall be final in all cases. No extra filing fee will be required for appeals. If your appeal is also rejected, all except $10.00 of your original application fee will be returned.

10. How does one apply for reclassification?

As your qualifications change, you may apply for a higher classification. This application will be handled as an original one, but will require only $10.00 rather than the full registration fee. An updated application must accompany the fee. Any additional courses which you have taken since your original application must be verified by an official transcript.

11. How does one apply for renewal?

After your registration has been approved, it must be renewed every two years. You will receive a renewal notice a month before your registration expires. If you do not renew your registration within 90 days of your expiration date, your name will be dropped from the register. In order to become registered again, you must submit a new form as an original applicant with the full registration fee and supporting material.

12. Is there an alternative avenue to registration if I fail to fully meet the criteria for a specific level?

Yes. Information relative to an Equivalency Procedure for registration is available upon request. The Equivalency Procedure is designed for those individual cases where special consideration is merited based upon outstanding professional contributions in areas such as professional achievement, innovative contributions to the field, publications, etc.

IT IS IMPORTANT THAT APPLICANTS READ THE STANDARDS AND FOLLOW DIRECTIONS IN FILLING OUT THE FORMS.

Revised
6/77

STANDARDS ADOPTED BY
THE NATIONAL THERAPEUTIC RECREATION SOCIETY

A Branch of the
National Recreation and Park Association

1. THERAPEUTIC RECREATION ASSISTANT

   a. Two years of successful full-time paid experience in the therapeutic recreation field.

   OR

   b. Two hundred clock hours in-service training in the therapeutic recreation field.

   OR

   c. A combination of "a" and "b" may be substituted.

2. THERAPEUTIC RECREATION TECHNICIAN I

   a. Successful completion of NTRS approved 750 hour training program for Therapeutic Recreation Technician I.

3. THERAPEUTIC RECREATION TECHNICIAN II

   a. Associate of Arts degree from an accredited college or university with an emphasis in therapeutic recreation.

   OR

   b. Certification or other proof of satisfactory completion of two academic years of study in recreation with an emphasis or option in therapeutic recreation and current employment in therapeutic recreation.

   OR

   c. Certification or other proof of satisfactory completion of two academic years of study in a skills area (Physical Education, Drama, Arts and Crafts, Art, Dance, Music) and two years of professional work experience in therapeutic recreation.

4. THERAPEUTIC RECREATION LEADER

   a. (Provisional and non-renewable) Baccalaureate degree from an accredited college or university with a major in recreation.

   OR

   b. (Registered) Baccalaureate degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation.

   OR

   c. (Registered) Baccalaureate degree from an accredited college or university wuth a major in recreation and one year of profressional work experience in therapeutic recreation.

5. THERAPEUTIC RECREATION SPECIALIST

   a. Masters degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and and option or emphasis in therapeutic recreation.

   OR

   b. Masters degree from an accredited college or university with a major in recreation and one year of professional work experience in therapeutic recreation.

   OR

   c. Baccalaureate degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation and three years of professional work experience in therapeutic recreation.

   OR

   d. Baccalaurette degree from an accredited college or university with a major in recreation and four years of professional work experience in therapeutic recreation.

6. MASTER THERAPEUTIC RECREATION SPECIALIST

a. Masters degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation plus two years of professional work experience in therapeutic recreation.

OR

b. Masters degree from an accredited college or university with a major in recreation and three years of professional work experience in therapeutic recreation.

c. Baccalaureate degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation and six graduate credits in therapeutic recreation plus five years of professional work experience in therapeutic recreation.

OR

d. Baccalaureate degree from an accredited college or university with a major in recreation and twelve graduate credits in therapeutic recreation plus six years of professional work experience in therapeutic recreation

Revised
6/77

Before Mailing Check

Transcript Enclosed _____

Application Notarized _____

Fee Enclosed _____

NATIONAL RECREATION AND PARK ASSOCIATION

Application for Registration
by the
NATIONAL THERAPEUTIC RECREATION SOCIETY
1601 North Kent Street
Arlington, Virginia 22209

Application is:
(check one)

Original _____

Reclassification _____

Equivalency _____

The following information is to be kept in the confidential files of N.T.R.S. and is available only to the Board of Registration and Board of Appeals.

NAME OF APPLICANT _____ Date of Filing _____

Mailing Address: _____

City _____ State _____ Zip Code _____

Home Telephone No. ( ) _____ Office Telephone No. ( ) _____
Area Code Area Code

Are you a member of NRPA? _____ What branch? _____ Date of Expiration _____

Have you applied for NRPA membership recently? _____ When? _____
(Month, Year)

This application is for registration as:
(circle both the number corresponding to registration level and option within that level)

		OPTION
1.	Therapeutic Recreation Assistant----------	A B C
2.	Therapeutic Recreation Technician I----------	A
3.	Therapeutic Recreation Technician II----------	A B C
4.	Therapeutic Recreation Leader----------	A B C
5.	Therapeutic Recreation Specialist----------	A B C D
6.	Master Therapeutic Recreation Specialist----------	A B C D

according to the standards adopted by the National Therapeutic Recreation Society.

If the Board of Registration finds that you should be registered at a classification different from that for which you have applied, will you accept registration at the level deemed appropriate by the Board?

YES NO (circle one)

(If yes, you forfeit your right to appeal. If no, you have the right to appeal within a 30 day period from receipt of notification of Board Action.)

I. EDUCATION

A. Credit cannot be given for education beyond high school unless official transcripts are submitted of academic schooling. Applications for those classifications with a specific degree requirement must be supported by evidence that such degree has been granted if this fact is not indicated on the transcripts.

B. A notarized affidavit of academic school may be submitted for special consideration in cases where the school/s or college/s attended no longer exist, or in cases where records of the school/s or college/s have been destroyed by fire or other disasters.

C. HIGH SCHOOL

1. Are you a high school graduate?

Yes No (circle one)

2. Circle highest grade completed:

1 2 3 4 5 6 7 8 9 10 11 12

D. HIGHER EDUCATION

Complete the following (use additional sheet if more space is needed)

1. Academic Education

INSTITUTION AND ADDRESS (College, University, Arts or Technical School)	Dates Attended		No. of Credit Hours Earned		Degree or Certificate	Date of Graduation	Major or Specialization
	From	To	QTR	SEM			

2. Field experience in Therapeutic Recreation (include here affiliations, internships, or field placements which were part of your degree(s) requirements)

a. Faculty Supervisor for Field Experience Name_____

Job Title:_____

Address: Street_____

City_____ State_____ Zip Code_____

b. Field Experience Institution or Agency Name_____

Field Experience Supervisor's Name_____ Title_____

Address: Street_____

City_____ State_____ Zip Code_____

c. Dates trained: (month, day, year) From_____ To_____

d. Total number of Therapeutic Recreation Field Experience hours completed _____

E. IN-SERVICE EDUCATION (use additional sheet if more space is needed) This applies only to Therapeutic Assistant I.

1. Trainer's Name_____

Address: Street_____

City_____ State_____ Zip Code_____

2. Dates Trained: (month, day, year) From_____ To_____

3. Total Number of training hours completed_____

C. Institution, Agency, Firm:_____

Address: Street_____ City_____

State_____ Zip Code_____ Telephone No.(_____)_____
Area Code

Applicant's Job Title:_____

Date of Employment: (Month, day, year) From_____ To_____

Underline the following that applies: Paid full time; Paid part time; (show here the number of hours weekly_____)

Supervisor's Name:_____ Title:_____

Registered with NTRS: Yes____ No____ Supervisor's Registration No._____

Dates under his/her supervision: From_____ To_____

Brief Work Description:_____

_____

_____

_____

D. Institution, Agency, Firm:_____

Address: Street_____ City_____

State_____ Zip Code_____ Telephone No.(_____)_____
Area Code

Applicant's Job Title:_____

Date of Employment: (Month, day, year) From_____ To_____

Underline the following that applies: Paid full time; Paid part time; (show here the number of hours weekly_____)

Supervisor's Name:_____ Title:_____

Registered with NTRS: Yes____ No____ Supervisor's Registration No._____

Dates under his/her supervision: From_____ To_____

Brief Work Description:_____

_____

_____

_____

I certify that all the information given in this application is true and correct to the best of my knowledge. I further understand that false representation relative to any information will provide the basis for my permanent disqualification from participation in the NTRS Registration Program.

Date_____ _____
Signature of Applicant

PLACE
NOTARIAL SEAL
HERE

Sworn to and subscribed before me this
_____ day of _____, 19_____.

My Commission expires:_____ _____
Signature of Notary

II. **EXPERIENCE AND SUPERVISION**

Start with your most recent experience and work backward. Include your Therapeutic Recreation experience, i.e. work with the ill, disabled, handicapped and other special groups.

As verification of your various work experience, you are required to have this application form notarized. Thus, it is very important that you complete the EXPERIENCE AND SUPERVISION section accurately. Use additional sheet if more space is required.

A. Institution, Agency, Firm:_____

Address: Street_____ City_____

State_____ Zip Code_____ Telephone No.(_____)_____
Area Code

Applicant's Job Title:_____

Date of Employment: (Month, day, year) From_____ To_____

Underline the following that applies: Paid full time; Paid part time; (show here the number of hours weekly_____)

Supervisor's Name:_____ Title:_____

Registered with NTRS: Yes____ No____ Supervisor's Registration No._____

Dates under his/her supervision: From_____ To_____

Brief Work Description:_____

_____

_____

_____

B. Institution, Agency, Firm:_____

Address: Street_____ City_____

State_____ Zip Code_____ Telephone No.(_____)_____
Area Code

Applicant's Job Title:_____

Date of Employment: (Month, day, year) From_____ To_____

Underline the following that applies: Paid full time; Paid part time; (show here the number of hours weekly_____)

Supervisor's Name:_____ Title:_____

Registered with NTRS: Yes____ No____ Supervisor's Registration No._____

Dates under his/her supervision: From_____ To_____

Brief Work Description:_____

_____

_____

_____

PREP

Preschool
Recreational
Enrichment
Program

Maryland-National Capital Park & Planning Commission
Department of Parks & Recreation
Special Services Division

Project PREP is directed toward the developmental motor needs of preschool mentally retarded children in response to the virtual lack of such programs across the nation. The project is being experimentally developed through a 3-year research grant from the United States Office of Education, Bureau of Education for the Handicapped (USOE/BEH), and further implemented for personnel training by a Special Training Grant from the USOE/BEH. Project PREP relates directly to the Education of All Handicapped Children Act of 1975, P. L. 94-142, which specifies that physical education is a part of all special education direct services and that recreation is included for handicapped children as a related service. This law, to be fully implemented by 1982, includes specially designed instructional programs to meet the unique needs of preschool handicapped children and authorizes a preschool incentive stipend in excess of the regular allocation for each handicapped child, aged 3-5.

RESEARCH OBJECTIVES:

(1) To develop and test a recreational-based motor program which emphasizes social, language and motor development.

(2) To test the efficacy of preschool motor programs implemented by park and recreation departments.

(3) To disseminate program materials to park and recreation departments nationwide.

Project PREP was developed under the auspices of the Maryland-National Capital Park and Planning Commission (M-NCPPC), Department of Parks and Recreation, Division of Special Services. The Special Services Division of M-NCPPC provides services for a variety of special populations in Prince George's County, a suburb of Washington, D. C.

With respect to their orientation towards the physical education and recreation needs of the community, park and recreation departments are a feasible agency for implementing preschool motor programs.

Park and recreation departments are usually strategically located in the neighborhood and have facilities available at hours most conducive to preschool programming. In addition, most park and recreation centers have appropriate indoor and outdoor facilities, equipment and staff available to conduct such programs.

Project PREP is a recreational-based motor program for preschool mentally retarded children which emphasizes sequential learning of specific motor skills in addition to stimulating language growth, social interaction and self-concept. The program, comprised of 30 fine motor and gross motor skills, is based upon a Life Experience approach which encourages the maximum use of everyday situations as a vehicle for learning. In addition, Project PREP provides materials enabling parents to reinforce skills at home.

Project PREP has been experimentally tested in a controlled study and is now being field tested in community recreation facilities.

SPECIAL TRAINING PROJECT:

In coordination with the research project, the Special Training Project provides training for recreation personnel in the use of Project PREP. Comprehensive workshops are conducted to train administrators, recreation specialists and parents in the implementation of program materials on both the professional and para-professional level. Personnel trained will have a basic understanding of fine and gross motor sequences and will be more proficient in evaluating a child's motor skill.

TRAINING OBJECTIVES

(1) To encourage and expedite recreational-based motor programs for preschool handicapped children.

(2) To train recreational professionals and para-professionals in the implementation of the Preschool Recreational Enrichment Program.

(3) To disseminate training materials which will enable professionals in the field to provide workshops for professionals and para-professionals in their immediate area.

PROJECT PREP RESEARCH STAFF:

Karen G. Littman, M.A., Project Director
Wm. C. Chasey, Ph.D., Principle Investigator
Lin Leslie, M.A., Project Coordinator
Laura Ruhkala, M.A., Curriculum Specialist
Carol G. Chasey, M.A., Psychometrist, Special Education & Rehabilitation Systems
Janet A. Wessel, Ph.D., Consultant
Peter J. Verhoven, Re.D., Recreation Consultant

Melville J. Appell, Project Officer, USOE/BEH
Grant No. G007500555

SPECIAL TRAINING PROJECT STAFF:

Karen G. Littman, M.A., Project Director
Laura Ruhkala, M.A., Project Coordinator
Lin Leslie, M.A., Training Specialist
Pat Fitzenreiter, Project Secretary
Wm. C. Chasey, Ph.D., Training Consultant
Sidney Lutzin, Ed.M., Evaluation Consultant, Leisure Information Services

Thomas Beherns, Project Officer, USOE/BEH
Grant No. G007602972

FOR MORE INFORMATION:

Project PREP
Maryland-National Capital Park & Planning Commission
Special Services Division
6600 Kenilworth Avenue
Riverdale, Maryland 20840

PPC-REC-SSD 10-8-76

MAINSTREAMING IN AQUATICS

Integrating Special Populations Into Your Programs

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YMCA

MAINSTREAMING IS the process whereby individuals interact with each other and experience growth and satisfaction irrespective of age, sex, race, creed or ability consistent with safety. The equality concept is not only ethically sound but is mandated by recent legislation in the United States.

SUCCESSFUL MAINSTREAMING is the result of a highly complex educational effort. It involves both the building of skills on the part of those with special needs and the mutual acceptance of both the "special" and "normal" populations as individuals.

AQUATIC ACTIVITIES represent an ideal vehicle for mainstreaming because of the large numbers of both "special" and "normal" individuals who presently participate. Swimming and other aquatic activities are fun; they present graded scales of challenges; they are physically and mentally beneficial; they provide opportunities for socialization; they may be priced within the economic reach of all who wish to participate.

PROJECT AQUATICS MAINSTREAMING is a federally funded project to develop a continuum of services model for mainstreaming special populations through aquatic programs.

Project Aquatics Mainstreaming (Project PAM) proposes to contribute to the accomplishment of mainstreaming on a broad scale by building on these proven benefits of aquatic experiences for all individuals.

The goals of the project are:

1. To contribute to the growth and development of handicapped children and youth by providing interdisciplinary training or retraining for experienced aquatic personnel in using mainstreaming techniques which will enhance their expertise in achieving integration of normal and handicapped individuals (special populations) in aquatic programs.

2. To provide specialized training and retraining to leadership personnel (educators, administrators, program directors, interested parents and others) which will increase their abilities to act as innovators and motivators for aquatic mainstreaming.

3. To study and develop a continuum model of mainstreaming through retraining leadership in aquatic programs.

4. To develop, edit, and disseminate materials prepared as a result of field testing new training methods.

The logistics of Project PAM consist of 1) review of current literature on mainstreaming; 2) development of materials, guidelines and methods; 3) testing and evaluation of the procedures and approaches in local situations; 4) sharing the continually refined and improved information with selected individuals in workshops which cover ever-expanding geographical areas until trained leaders are distributed throughout the nation. Workshop participants will be selected on the basis of expertise in teaching aquatics and/or leadership and organizational ability and particularly on the basis of ability to relate to all segments of the community. Each participant will agree to act to establish regional/state/local programs which match peculiar geographical needs and to report to the Project Director concerning programs, problems and projections.

Specifically, Project PAM proposes a three-year program to develop a continuum of services model for mainstreaming special populations through aquatic programs.

Edited for the National Council of YMCAs
Pre-Council Consulation on
Programs for the Handicapped
St. Paul, Minnesota
May 18-19, 1977

For additional information contact:
Grace D. Reynolds, Director
YMCA Special Services Department
and
Director, Project Aquatics Mainstreaming,
BEH-HEW, USOE Project No. 451AH60444
P.O. Box 698 Longview, WA 98632

A POSITION STATEMENT

YMCA Meeting The Needs of All The People

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YMCA

The purposes of this presentation are first, to call attention to the challenges relating to the improvement of the quality of life and that very considerable segment of the population with physical and/or mental impairments, disabilities and handicaps and second, to urge that the Young Men's Christian Association accept as a major thrust the provision of integrated physical, mental and social improvement programs for people with special needs who require specially designed activities in order to live most fully.

It is recognized that development of ideas and provision of program services for less fortunate individuals has been the thrust of the YMCA since 1844. It is also recognized that the National Association is already aware of and has contributed to the progress of the program herein described. However, the scope of the work with a segment of society which has been historically ignored but which has now become both ethically and legally stressed is so great that only a stable, knowledgeable, experienced world-oriented organization can provide the leadership whereby local YMCAs as well as other agencies may offer the integrated services successfully.

The census identifies twenty million Americans as handicapped. When less obvious and less severe impairments are included it may be conservatively estimated that fifty million Americans have special needs which require participation in uniquely designed and implemented programs in order to achieve maximum quality of life.

Service to individuals with special needs fits naturally into the Christian purpose, the trained staffs and facilities of local Associations and with the expertise in utilizing volunteers and committees.

A substantial amount of field testing of programs for persons with special needs has been developed as a program from within a small local Association by the YMCA of Southwest Washington under the guidance of Mrs. Grace D. Reynolds, Director of Special Services.

The local learning process began in 1955 with the introduction of an aquatics program for physically handicapped individuals. This was expanded to incorporate mentally handicapped school children in 1958. Program offerings beyond aquatics were initiated in 1964 with the introduction of a two-week summer day camping experience and a winter recreation opportunity. Kennedy Foundation grants in 1967 and 1968 were used to make possible the expansion of the summer camping to six weeks and to further upgrade the recreational program. Since 1970 the Associa-

tion has provided a broad-based year round enrichment program for people with special needs, both children and adults.

Spin-offs from the local program success include a series of ten regional/national annual workshops hosted by the YMCA of Southwest Washington designed to acquaint workers in all interested agencies throughout the region with the expertise concerning initiating and implementing aquatics programs for people with special needs. These workshops were followed in 1974-76 by the sponsorship by the YMCA of Southwest Washington of Project Aquatics funded by the Bureau of Education for the Handicapped (a division of Health, Education and Welfare) and designed to underwrite six training workshops covering the fifty states. This is currently replaced by a similarly funded Project Aquatics Mainstreaming program which is designed to provide expertise to assist in integration of people with special needs into ongoing aquatics programs.

The YMCA National Council Staff has been supportive. Mrs. Reynolds participated in the Sixth National YMCA Aquatics Conference at Fort Lauderdale in 1970. This workshop identified the need for updated training materials for staff, guidelines for recruitment, recognition and certification of volunteers and skill achievement procedures for handicapped participants. National surveys of YMCA aquatic and physical education programs were conducted. Materials were field tested across the country at George Williams College in 1971 and retested and refined in 1972 at San Pedro, California. Following the Seventh National YMCA Aquatic Conference in 1972 the YMCA formally adopted and presented instructor and volunteer certification courses in swimming for the handicapped.

The various workshops and reports from the field have resulted in a substantial amount of tested and refined information relating to aquatics programs for people with special needs. Foremost is **A Swimming Program for the Handicapped**, written by Grace D. Reynolds and published by Association Press and the reports by the Director's office concerning Project Aquatics.

The need is very great. It has been proven that successful programming can be carried out by a local Association. Although training workshops have been held throughout the nation there is a need for experienced centralized leadership which can provide information and continuity extending far beyond the capabilities of sporadic locally sponsored efforts.

It is imperative that the Young Men's Christian Association accept as one of its major thrusts the initiation and implementing of integrated physical, aquatic, social and mental programs for persons with special needs in order to assist in the achievement of maximum quality of life.

Prepared for the National Council of YMCA's, August, 1976, by Dallas S. Dedrick, Chairman of Special Services Board and Grace D. Reynolds, Director of Special Services, YMCA of Southwest Washington, Longview, WA.

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Pre-Council Consultation on
Programs for the Handicapped
St. Paul, Minnesota
May 18-19, 1977

For additional information contact:
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BEH-HEW, USOE Project No. 451AH60444
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GUIDELINES FOR ACTION IN AQUATIC AND OTHER PROGRAMS FOR SPECIAL POPULATIONS

YMCA

Prepared by the following committee for Project Aquatics, PR# H0039SP, BEH-HEW, USOE:
Dr. Lloyd C. Arnold, National Director of Health and Physical Education, National Board of YMCA's.
Josephine Fox, Fairfax County Programs for the Handicapped, Great Falls, Virginia.
Judy Goldstein, National Recreation and Park Association.
Dr. Matthew Guidry, President's Council on Physical Fitness and Sports.
David Park, George Washington University.
Louise Priest, American National Red Cross.
Grace D. Reynolds, Director of Project Aquatics, YMCA of Southwest Washington.
John Spannuth, Executive Director, United States Swimming Foundation.
Dr. Julian U. Stein, American Alliance for Health, Physical Education and Recreation.

Reprinted for the National Council of YMCAs
Pre-Council Consultation on
Programs for the Handicapped
St. Paul, Minnesota
May 18-19, 1977

If We Believe That

... inalienable rights set forth in the Declaration of Independence apply to all people...
... the promise of equality of opportunity applies to all...

... every individual has personal worth and dignity...

... everyone has some degree of difficulty in physical mental, social, or emotional functioning...
... the quality of one's life is determined by a balance between work and leisure..

... recreation is a basic human need and right...

... every individual should have a voice in determining his or her own destiny...

... participants can best be served through individuals and groups working together...

... individuals have certain rights related to participation in recreation and leisure activities...
... agencies have rights related to organization goals and objectives for their recreation and leisure programs...

Responsibilities of Individuals

As a participant in community-based programs, *every individual* has the following *responsibilities* --

- **To take the initiative to become informed about program opportunities to the extent of his or her capabilities.**
- *To provide information related to conditions or circumstances which affect participation, personal and/or group safety, and about required equipment and assistance.*
- **To make known his or her program needs to agency or organization personnel and request provisions of services not presently provided.**
- *To make provisions for special assistance and equipment not normally supplied by the program.*

Then We Must See That

... these rights extend to all people no matter what their abilities or disabilities, potentials or accomplishments, talents or deficiencies.

... opportunities be available and accessible to all with no privileges or discriminatory practices applied to some individuals and not to others.

... each person is respected for what he or she is and does, not as a statistic or member of a category but as an individual.

... individuals with specific handicapping conditions are not regarded as different because of these conditions.

... adequate emphasis and appropiate opportunities are given for active involvement in both work and leisure.

... recreation and leisure programs be offered which respect each individual's right to choose and participate in activities that meet his or her needs.

... participants are actively involved in planning and implementation aspects of programs including policy-making at leadership levels.

... families, teachers, religious leaders, program personnel; and representatives of various organizations give more than lip service to cooperative efforts.

... agencies accept responsibilities to guarantee these individual rights.

... individuals accept responsibilities to respect integrity of organization.

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Rights of Individuals

As a participant in community-based programs, *every individual* has the following *rights* --

- *To be involved in decision-making and policy-setting processes affecting development, conduct, and evaluation of programs and services.*
- **To have access to barrier-free facilities and transportation that accommodates physical limitations.**
- *To participate in any program in which he or she meets admission criteria and prerequisites.*
- **To participate under the guidance of trained leadership personnel who are sensitive to individual and group needs.**
- *To be assured that the faculty, equipment, and program meet established standards of health and safety.*
- **To achieve a sense of personal satisfaction and accomplishment through participation.**
- *To assume a program or administrative leadership role according to his or her capabilities and requirements of specific positions.*
- **To assume that all personal information offered to an agency or organization will be used only in his or her interests.**
- *To request and receive a specific and detailed explanation of circumstances limiting or excluding his or her participation in a particular program.*

Rights of Community Organizations

As providers of services, *community organizations* have the following *rights* --

- **To establish programs and services that are in accord with organization goals, objectives, and resources.**
- *To receive information relative to prerequisites and circumstances which will affect personal and group safety or require specialized treatment or equipment.*
- **To establish program prerequisites and admission criteria.**

Responsibilities of Community Organizations

As providers of services, *community organizations* have the following *responsibilities* --

- *To provide opportunities for responsible consumer representation and participation in leadership and decision-making roles.*
- **To plan and provide barrier-free facilities and transportation that is appropriate for and accessible to individuals with physical limitations.**
- *To make programs and activities available to all who meet admissions prerequisites and criteria.*
- **To provide competent, adequate, and sensitive leadership.**
- *To provide appropriate equipment as needed and to plan for the personal health and safety of all concerned.*
- **To provide programs designed to result in feelings of success and personal satisfaction by all participants.**
- *To provide opportunities for individuals to serve in program or administrative leadership roles on the basis of individual background, experience, and competency in terms of requirements for each position.*
- **To respect the confidentiality of all personal information received.**
- *To provide specific reasons when necessary to deny admittance to a program or specific activity.*

For additional information contact:
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YMCA Special Services Department
and
Director, Project Aquatics Mainstreaming,
BEH-HEW, USOE Project No. 451AH60444
P.O. Box 698 **Longview, WA 98632**

No. 1

TECHNIQUES OF PROGRAM DEVELOPMENT

A YMCA Guide for Special Programming

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YMCA

Program development is usually viewed as the job of the paid staff. The lay person serving on a board of directors is accustomed to hearing reports of progress, problems, or frustrations. Such passive involvement can be not only unrewarding, but enough to make a good board member look for greener pastures!

There are several things which you can do to improve such conditions, as well as insure your active involvement in the workings of your organization. A developing program must proceed through certain steps if it is to be successful. You can provide a valuable check, as well as useful input, for several of these steps.

The Need

It is sometimes suggested that no human service program adequately justifies its development on the basis of the need for it. It is probably more accurate to assume that we frequently place a high value on the program, and then rely on that value to insure program success. This happens many times because of the difficulty and time requirements to actually find out what the specific needs are for the program.

If you have come to value the development of a particular program, it is probably because you have seen the need for it. From this starting point, you can help by not only documenting the need you have seen, but also helping others to do the same.

Resources

Every developing program must assemble a combination of resources, both financial and other forms, sufficient to accomplish the goals of the program. The most severe limitation on resources is our ability to locate them. The more work accomplished in this area, the better the chances for meeting resource needs.

Share what you know of possibilities. Encourage other board members to do the same. Work with professional staff as they investigate possibilities. Assist with cataloging what is found, as well as evaluating its potential for your program.

The Development Plan

The actual document may be assigned to professional staff, but your responsibility should not be assigned with it. This plan provides an outline of how the identified need will be addressed by the available resources to meet your program goals. It also offers the basic steps which need to be to be taken to initiate the program.

Some questions you need to keep in mind:
—what actually needs to be done?
—who is going to do it?
—when is it going to be done?

Your interest and common sense is very helpful in the review and development of this plan. You are a very important reality check to insure that the plan is a good one.

Some Check Points

There are many factors which ultimately relate to your success or failure in developing a program. The following list covers major points which must be considered in order to assure success. As you review the list you may add other factors which, because of your experience and knowledge of your community, must also be considered.

—**Management**: do you have sufficient management resource to cover the needs of your effort? If you don't have the skills yourself or access to them, the best planned and developed effort is doomed to a mediocre, or worse, existence.

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—**Coordination/Cooperation**: is there a mechanism or process by which you maintain necessary liaison contacts, information exchange, etc? The loss of a key agency or person because they felt "left out" can be easily avoided, and should be.

—**Public Relations**: have you made an effort to give the whole community a chance to know what you are trying to do? You will need all the help you can get, and this is one way to help identify it.

—**Budget**: are you realistic with your financial needs? An otherwise supportive community can be "turned off" by repeated appeals for more money. Although a program can be run on a shoestring, it takes good fiscal planning.

—**Communication**: can you speak clearly and concisely of your program in a language that others can understand? Although basic and obvious, problems in this area can start internally with staff and board and grow from there.

—**Attitudes**: were attitudes correctly identified and responded to from the beginning? This tends to be an area where we are all novices . . . seek appropriate help!

Prepared for the National Council of YMCA's
Pre-Council Consultation on
Programs for the Handicapped
St. Paul, Minnesota
May 18-19, 1977

For additional information contact:
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Longview, WA 98632

No. 4

CONCEPTS AND DEFINITIONS

A Brief Introduction to Terminology for Special Programs

159

Accountability—a process or goal of insuring that the impact of your program is measured in the most precise and understandable manner.

★ ★

Many professionals have limited training and experience in being accountable to lay groups or boards. They need your help to understand both why and how you must receive information about the program.

★ ★ ★

Adapted Program—a program or service that has been modified to meet certain restrictions of the individuals being served (for example, adapted aquatics, adapted physical education, adapted recreation, etc.)

★ ★

A camping experience can easily be adapted to meet a variety of individual needs. Many camp areas now accomodate wheelchairs, offer braille assists for the blind, and trails suitable for those who are physically restricted. An adapted program in camping may offer totally new experiences for some of your community's citizens.

★ ★ ★

Least Restrictive Alternative—provision of service in the most normal program setting possible for individuals with mental, emotional and/or physical limitations (used with increasing frequency in legislation, training programs, etc. to encourage integrated services).

★ ★

Our society has started on the difficult, but important, journey of serving all people . . . not just a selected few. In place of expanding institutional programs for individuals with limitations, emphasis is being placed on serving them in the community. The least restrictive alternative encourages the service to be, as nearly as possible, what you and I are offered.

★ ★ ★

Mainstreaming—a process of integrating previously segregated populations with major populations being served (previously used with racial and economic minorities, and now being used for minorities with handicapping conditions.)

★ ★

Segregation in many ways has handicapped each of us. The richness of our community is measured by the breadth of our experiences with all

people, not just those who are most like us. If you think you try hard to overcome a particular problem, compare that effort to what a wheelchair-bound person experiences in shopping, dining out, or trying to enjoy an afternoon in the park.

★ ★ ★

Programs for the Handicapped—a term used to describe special programs developed specifically for handicapped populations.

★ ★

Yes, some persons are so limited by their handicaps that they require their own programs. Remember the first time you were able to get on a bus and go to a movie by yourself? Some handicapped persons are still waiting for the opportunity to develop that skill . . . and you can help!

★ ★ ★

Special Populations—a group of individuals who are restricted from activities offered to most persons because of a physical, mental or emotional limitation.

★ ★

It was not many years ago that handicapped persons were expected to be limited in everything they tried. Both they and the rest of us were caught in the stereotype. A special population is a concept that helps us to look at special needs and specific things that will help reduce the limitation that a handicap causes.

★ ★ ★

Therapeutic Recreation—a program approach utilizing recreation activities as treatment tools (a growing field which includes specialists trained in techniques of working with special populations.)

★ ★

Every person has the need for re-creation, but not every person has the opportunity. What we do in our leisure time affects our life in many ways. Special help in recreation is frequently a quicker, more efficient and longlasting form of help than many traditional therapies and treatments. You can create the re-creation opportunity for many in your community.

"In 1971, the National Board of YMCAs recognized that the YMCA was no longer simply a youth-serving agency but a social service conglomerate delivering to broad segments of the population a wider spectrum of services and programs than any other private agency in the human service field."

(From "In Response To Our Times," National Council of YMCAs, 1976)

Edited for the National Council of YMCAs
Pre-Council Consulation on
Programs for the Handicapped
St. Paul, Minnesota
May 18-19, 1977

For additional information contact:
Grace D. Reynolds, Director
YMCA Special Services Department
and
Director, Project Aquatics Mainstreaming,
BEH-HEW, USOE Project No. 451AH60444
P.O. Box 698 Longview, WA 98632

RESOURCES IN AQUATICS FOR HANDICAPPED PERSONS
NTRS Institute
Boston, October 18, 1976

Presenters

1. Louise Priest, Water Safety Specialist, American National Red Cross, 18th and E Street, N.W., Washington, D.C. 20006 (202/857-3300).

2. Matthew Guidry, Director of Community and Special Projects, Presidents Council on Physical Fitness and Sports, 400 6th Street, S.W., Washington, D.C. 20201 (202/755-7947).

Audio Visual Aids

* 1. Aqua-Dynamic Conditioning - 16 mm, sound, color, 19 minutes. (For rental from National Audiovisual Center, GSA, Washington, D.C. 20409 at $10.00. Request must be made in writing.

2. Focus on Ability - 16 mm, sound, color, 22 minutes. (On loan from the American National Red Cross, 18th and E Streets, N.W., Washington, D.C. 20006. Also available for purchase.

* 3. Improvised Lifts and Transfers - Slide and script, approx. 25 minutes. (On loan from the American National Red Cross, 18th and E Streets, N.W., Washington, D.C. 20006.)

4. Splash - 16 mm, sound, color, 20 minutes. (Rent or purchase from Documentary Films, 3217 Trout Gulch Road, Aptos, California 95003.)

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* Shown at Mini-Conference

NEWS FROM RANDOM HOUSE 201 EAST FIFTIETH STREET, NEW YORK, N.Y. 10022

ACCESS: The Guide to a Better Life for Disabled Americans, by Lilly Bruck

Preface by Betty Furness
Introducation by Frank G. Bowe
$12.95/hardcover
$5.95/paperback

ACCESS is one of the most important books ever published for America's thirty-six million disabled citizens. A massively researched, enormously practical and inspirational sourcebook, it is the first book that shows disabled Americans exactly how to achieve their rights under the law as well as their money's worth in areas such as unemployment, housing, taxes, health care, travel and education. ACCESS is the first book to consolidate a wealth of valuable consumer-oriented information and advice on such topics as:

*Opening doors to better jobs

*How to cut health-care costs

*How to make government agencies work for you

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Information Systems in Physical Education and Recreation for Impaired, Disabled and Handicapped Persons

Microform Publications
College of Health, Physical Education and Recreation
University of Oregon
Eugene, Oregon 97403
phone 503/686-4117

This non-profit service provides microform reproduction of health, physical education and recreation materials with major emphasis on unpublished research, early journals, and scholarly books now out of print. All microform publications issued are cataloged and periodically indexed in Health, Physical Education, and Recreation Microform Bulletin, which is sent to most college and university libraries. As of Volume Three of the Bulletin, all publications are in the form of microfiche.

Order for Microform publications may be sent to the above address. Include author(s) name(s) and microform publication numbers in the same sequence as they appear in the Bulletin.

Music Therapy Index and Abstracts
Division of Music
Meadows School of the Arts
Southern Methodist University
Dallas, Texas 75275
phone 214/692-2712

The services of the system include providing abstracts, bibliographies and indexes pertinent to music therapy. It provides references to periodical articles in music therapy and the psychophysiology of music. A bibliography of pertinent studies published between 1960 and 1973 is also contained. Publication of indexes and abstracts is in single-issue monograph form. Costs have not yet been established.

Natioanl Information Center for the Handicapped
1201 Sixteenth Street, N.W.
Room 607E
Washington, D.C. 20036

Established through the Bureau of Education for the Handicapped (BEH), U.S. Office of Education, Department of Health Eductation and Welfare as an information service to help parents of children with emotional, physical, and mental handicaps find education and related services through linkage with local organizations and agencies that may be able to assist them. Material available includes information packets for specific handicapping conditions, listing of organizations by states, and "Closer Look" a periodic newsletter. The Center prefers only written requests and there is no chage for the service.

National Information and Referral Service for Autistic
and Autistic-Like Persons
306 31st
Huntington, West Virginia 25702
phone 304/697-2638

Services of this system includes providing bibliographies on topics relative to autism, films, and referrals. Listings of various residential programs, camps and school programs are included in the referral services. There is no charge and users need not be members of the National Society for Autistic Children.

Office for Handicapped Individuals Clearinghouse
U.S. Dept. of Health, Education and Welfare
330 C. Street, S.W.
Washington, D.C. 20201
phone 202/245-1961

Services of this office include distributing educational material related to the handicapped and published by the Department of HEW. The Clearinghouse will also serve as a referral center and answer quesions as to whom to contact, where to go for service, programs available, etc. There is no charge for the service. The system is intended for use by the general public, handicapped individuals and families, professionals serving the handicapped, government officials, educators and students.

Physical Education and Recreation for the Handicapped:
Information and Research Utilization Center (IRUC)
American Alliance for Health, Physical Education and Recreation
Room 422
1201 16th Street, N.W.
Washington, D.C. 20036
phone 202/833-5547

IRUC is a comprehensive center providing information, materials and services for use with the impaired, disabled and handicapped persons. The center provides books, guides, information sheets, bibliographies, abstracts, reprints and other specialized services. IRUC staff also provide customized services for special searches of titles, libraries, etc. There is a charge for all services.

Sport and Leisure Resource Center for Special Populations
Director
Department of Recreation
University of Waterloo
Waterloo, Ontario Canada N2L, 3G1

Service available from the center includes computer searches, con-

sultation and publications relative to sport and leisure for special populations.

Therapeutic Recreation Information Center (TRIC)
University of Oregon
1597 Agate St.
Eugene, Oregon 97403
phone 503/686-3579

TRIC operates from the largest computerized data banks in the field of recreation. Services include bibliographies and computer searches. All output from information searches is in the form of abstracts. Minor files, less than 100 abstracts, cost $5.00 per subject. Subjects include alcoholism, counseling, dance, play, etc. Major files, 100 or more abstracts, include the areas of aging, camping, disabled, rehabilitation, etc. The cost for a major file is in a sliding scale from $5.00-40.00 depending upon the number of abstracts.

Other Information Systems

Accent on Information
Accent on Living, Inc.
P.O. Box 700
Bloomington, Illinois 61701
phone 309/378-4213

Disabled Living Foundation
346 Kensington High School
London W14 8N5 England
phone 01-602-2491

Education Resources Information Center
National Institute of Education
U.S. Dept of Health, Education and Welfare
Washington, D.C. 20208
phone 202/755-7666

Leisure Information Service
729 Delaware Ave, S.W.
Washington, DC 20024
phone 202/347-1282

MEDLARS Management Section
National Library of Medicine
8600 Rockville Pike
Bethesda, Maryland 20014
phone 301/496-6193

National Documentation Center for Sport, Physical Education and Recreation
University of Birmingham
P.O. Box 363
Birmingham B15 2TT England
phone 021-472-7410

Outdoor Recreation Technical Assistance Clearinghouse
U.S. Dept of Interior
Division of Cooperative Services
Bureau of Outdoor Recreation
Washington, DC 20240
phone 202/343-7751

Recreation Information Management
USDA - Forest Service
South Building
12th and Independence Ave, S.W.
Washington, D.C. 20250
phone 202/447-3520

The Sports Council's Documentation and Information Services
Information Center
The Sports Council
70 Brompton Road
London SW3 1EX England
phone 01-589-3411

World Leisure and Recreation Documentation and Information Service Network
World Leisure and Recreation Assn.
345 East 46th St
New York, NY 10017
phone 212/697-8783

ORGANIZATIONS INTERESTED IN THE HANDICAPPED

American Association for Health, Physical Education and Recreation
Programs for the Handicapped
1201 16th St. N.W.
Washington, DC 20036
phone 202/833-5547

The Unit on Programs for the Handicapped is concerned with adapted and corrective physical education, health and safety problems of the impaired, disabled and handicapped, recreation for the ill and handicapped and therapeutic recreation. Major areas of concern are leadership preparation, research, program interpretation and development and consultative services.

American Association of Retired Persons
1225 Connecticut Ave N.W.
Washington, DC 20036
phone 202/872-4700

AARP is a non-profit, non-partisan organization dedicated to helping older Americans achieve retirement lives of independence, dignity, and purpose.

American Foundation for the Blind, Inc.
15 West 16th St.
New York, NY 10011
phone 212/924-0420

The AFB is a private, national organization whose objective is to help those handicapped by blindness to achieve the fullest possible development and utilization of their capacities, and integration into the social, cultural and economic life of the community.

American National Red Cross
17th and D. Streets, N.W.
Washinton, DC 20006
phone 202/737-8300

Programs are locally determined according to community needs. Program offerings may include services to members of the armed forces, veterans and their families, volunteer blood programs, community health and safety programs, community service programs for youth and emergency relief programs for the victims of disasters of all sorts.

American Wheelchair Bowling Association
2635 Northeast 19th St.
Pompano Beach, Florida 33062

An organization of male bowlers regulated by American Bowling Congress rules and guidelines.

Boy Scouts of America
Scouting for the Handicapped Division
New Brunswick, NJ 08902
phone 201/249-6000

To the extent possible, handicapped scouts engage in the same programs and activities as non-handicapped scouts - cubbing, scouting, exploring, camping, civic activities, recreation, crafts, etc.

British Sports Association for the Disabled
State Mandeville Sports Stadium
Harvey Road
Aylesbury, Bucks, England

Disabled Living Foundation
346 Kensington High Street
London W14, England

European Leisure and Recreation Association
Secretarist ELRA
Seefeldstraua 8
P.O. Box CH-8022 Zurich, Germany
Zurich, Germany
phone 01327244

Girl Scouts of the U.S.A.
Scouting for the Handicapped Girl Program
830 Third Ave
New York, NY 10022
phone 212/751-6900

The aim of this program is to make the troop and camp experience of the handicapped girl as much like that of the non-handicapped girl as possible.

Handicapped Playground Association
2 Paulton's Street
Chelsea,
London, SW3, England

International Playground Association
57 B Catherine Place
London SW1, England

London Adventure Playground Association
57 B Catherine Place
London SW1, England

Muscular Dystrophy Association of America, Inc.
810 Seventh Ave
New York, NY 10019
phone 212/586-0808

The principal program includes patient services, education, recreation, transportation, clinics and research.

National Association of the Physically Handicapped, Inc.
6473 Grandville Ave
Detroit, Michigan 48228
phone 313/271-0160

The principal programs and activities are administered by specialized committees, and include activities in the areas of legislation, employment, barrier free design, education recreation and sports, transportation, etc.

National Association for Retarded Citizens
2709 Ave E East
P.O. Box 6109
Arlington, Texas 76011
phone 817/261-4961

The purpose of NARC is to further the advancement of all ameliorative and preventive study, research and therapy, to develop a better understanding of the problems by the public, to further the general welfare of the mentally retarded of all ages.

National Easter Seal Society for Crippled Children and Adults, Inc.
2023 West Ogden Ave
Chicago, Illincis 60612
phone 312/243-8400

The Society conducts programs in service, education and research at the national, state, and local levels. Program serving all types of physically handicapped persons include care and treatment services, vocational programs, camping and recreation programs, social services, psychological services, etc.

National Inconvenienced Sportsmen's Association
3738 Walnut Ave
Carmichael, California 95608
phone 916/484-2153

McKechine, G.E. "Psychological Foundations of Leisure Counseling: An Empirical Strategy." Therapeutic Recreation Journal. Vol. 8 No. 4, 1974 p. 4.

Mendal, W.M. "Leisure: A Problem for Preventative Psychiatry." American Journal of Psychiatry. Vol. 12, 1971 p. 124.

O'Morrow, Gerald S. "Recreation Counseling - A Challenge to Rehabilitation." Rehabilitation Literature. Vol. 31, 1970 p. 226.

O'Morrow, Gerald S. "Recreation Counseling for Handicapped Children." Occassional Papers on the Role of Recreation in Service to the Handicapped Child. H. Sessons and L. Meyer, Eds. p. 23.

O'Morrow, Gerald S. "Expanding Recreation Services - Recreation Counseling." Recreation in Treatment Center, National Therapeutic Recreation Society. Vol. 6, May, 1969.

Overs, Robert P. "A Model for Avocational Counseling." Journal of Health, Physical Education and Recreation. Vol. 4 No. 2, 1970 p. 36.

Overs, Robert P.; O'Connor, E. and DeMarco, B. Avocational Activities for the Handicapped: A Handbook for Avocational Counseling. Springfield, Illinois: Charles C. Thomas, 1974.

Overs, Robert P. "Avocational Counseling: Gateway to Meaningful Activity." Counseling and Values. Vol. 20 No. 1, October, 1975 p. 36.

Pellet, Lane. "The Development and Implementation of a Leisure Counseling Program with Female Psychiatric Patients Based on Value Clarification Techniques." Masters Thesis, Clemson University, 1974.

Thompson, Gary. "Outline for Development of a Recreational Counseling Program." Therapeutic Recreation Journal. Vol. 6 No. 2, 1972 p. 83.

Weiner, Andrew. "The Recreation Advocate Your Leisure Insurance Agent." Therapeutic Recreation Journal. Vol. 9, 1975 p. 63.

NISA provides sports and recreation opportunities for the deaf, blind, neurologically damaged and amputies.

National Institute for the Deaf
105 Gouear Street
London WC1, England

National Paraplegia Foundation
333 North Michigan Ave.
Chicago, Illinois 60601
phone 312/346-4779

The NPF major objectives include: 1, improved treatment of the spinal cord injured, 2) expanded research, 3) removal of barriers, 4) increased employment and, 5) accessible housing and transportation.

National Therapeutic Recreation Society
1601 North Kent Street
Arlington, Virginia 22209
phone 703/525-0606

The objectives of NTRS are to improve and enhance recreation and leisure services for the nation's ill, handicapped, disabled and other special populations.

National Wheelchair Athletic Association
40-24 62th Street
Woodside, New York 11377
phone 212/424-2929

The purpose of the Association is to administer wheelchair sports activities on a nationwide basis.

Paralyzed Veterans of America
7315 Wisconsin Ave.
Suite 301-W
Washington, DC 20014
phone 301/652-3464

The principal program of the PVA consists of efforts directed towards architectural barriers, housing, sports and recreation, and accessible transportation.

The President's Committee on Employment of the Handicapped
Washington, DC 20210
phone 202/961-3401

The Committee conducts national education and information programs designed to eliminate physical and physchological barriers; further educational training, rehabilitation and employment opportunities, and to create community acceptance of the disabled.

President's Committee on Mental Retardation
7th and D Streets S.W.
Washington, DC 20201
phone 202/245-7634

The major objectives of the PCMR are to advise the President, evaluate national, state and local efforts, coordinate federal efforts, and inform the public.

Rehabilitation International
Secretariate
219 East 44th Street
New York, NY 10017

RI is a non-governmental federation of national and international organizations providing rehabilitation services for the disabled in 61 countries.

Scottish Sports Association for the Disabled
the Thistle Foundation
22 Charlotte Square
Edinborough EH2OF,
Scotland

Sports Club for the Blind
Grants Land
Limpsfield
Oxted, Surrey
England

United Cerebral Palsy Association, Inc.
66 East 34th Street
New York, NY 10016
phone 212/889-6655

The primary function of UCP is to seek solutions to the multiple problems of cerebral palsy, with affiliates providing direct services to the cerebral palsied in states and communties.

JOURNALS AND MAGAZINES

Amicus. National Center for Law and The Handicapped, Inc., 1235 North Eddy Street, South Bend, Indiana 46617.

Amicus is a publication which shares new of national and legal importance with those professionals interested in law and the handicapped.

American Annals of the Deaf. Convention of American Instructors of the Deaf, Conference of Executives of the American School for the Deaf, 5034 Wisconsin Ave. N.W., Washington, D.C. 20016 USA.

American Journal of Mental Deficiency. Boyd Printing Company, 9 Sheridan Ave., Albany, New York 12210 USA.

American Journal of Nursing. American Journal of Nursing Co., 10 Columbus Circle, New York, New York 10019 USA.

American Journal of Orthopsychiatry. American Orthopsychiatric Association, 1775 Broadway, New York, New York 10019 USA.

American Journal of Psychiatry. American Psychiatric Association, 1700 8th Street, N.W., Washington, D.C. 20009 USA.

American Journal of Psychoanalysis. 150 5th Ave., New York, New York 10011 USA.

American Journal of Psychotherapy. Association for the Advancement of Psychotherapy, 114 East 78th St. New York, New York 10021 USA.

Camping Magazine. American Camping Association, Martinsville, Indiana 46151.

The official publication of ACA providing program and service information to all those having an interest in camping.

Conservationist. New York State Environmental Conservation Dept., Wolf Road, Albany, New York 12201 USA.

Counseling and Values. American Personnel and Guidance Association, 1607 New Hampshire Ave. N.W., Washington, DC 20009 USA.

Canadian Camping. Canadian Camping Association, 102 Eglinton Avenue, East #203, Toronto 315, Ontario, Canada.

Canadian Nurse. Canadian Nurses Association, 50 the Driveway, Ottawa K2P 1E2, Ontario.

Children Today. U.S. Department of Health, Education and Welfare, Office of Human Development, Children's Bureau, Box 1182, Washington, D.C. 20013 USA.

Diabetologia. Springer-Verlag, Heidelberger, Platz 3, 1000 Berlin 33, West Germany.

Diseases of the Nervous System. Physician Post-graduate Press, Box 38293, Memphis, Tennessee 38138 USA.

Dissertation Abstracts International: Section A Humanities and Social Sciences, Xerox University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 USA.

Education and Training of the Mentally Retarded. Council for Exceptional Children, 1920 Association Drive, Reston, Arlington, Virginia 22091 USA.

Hospital and Community Psychiatry. American Psychiatric Association, 1700 18th St., N.W., Washington, DC 20009 USA.

International Journal of Religion Education. National Council of Churches, 475 Riverside Drive, New York, New York 10027 USA.

International Rehabilitation Review. 219 East 44th Street, New York, New York 10017 USA.

This journal is the official publication of Rehabilitation International and is published quarterly. Several thousand copies are circulated in more than 130 countries.

Journal of American Geriatrics Society. American Geriatrics Society, 10 Columbus Circle, New York, New York 10019 USA.

The Journal of American Medical Association. American Medical Association, 535 N. Dearborn, Chicago, Illinois 60610 USA.

Journal of Canadian Physiotherapy Association. Canadian Physiotherapy Association, 25 Imperial, St. Toronto, M5P 1B9, Ontario Canada.

Journal of the Canadian Association of Health, Physical Education and Recreation. Canadian Association of Health, Physical Education and Recreation, Box 2020 Postal Station "d", Ottawa, Ontario, Canasa.

Journal of Leisurability. Leisurability Publication, Inc., Box 281, Station A, Ottawa, Ontario, Canada K1N 8V2.

A quarterly publication which provides philisophical and programatic information relative to all disability groups.

Journal of Leisure Research. National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209.

JLR is a quarterly publication which presents research briefs appropriate to the recreation, leisure, and park services. Dr. Arlin

Epperson, Recreation and Park Administration, University of Missouri 606 Clark Hall, Columbia, Missouri, is the current editor.

Journal of Marriage and the Family. American Association of Marriage and Family Counselors, 225 Yale Ave., Claremont, California 91711 USA.

Journal of Physical Education and Recreation. American Alliance for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, DC 20036.

A monthly publication offering professional information in the fields of physical education and recreation.

Mental Health Digest. Superintendent of Documents, Government Printing Office, Washington, DC 20402 USA published 1968-1973.

Mental Hygiene. National Association for Mental Health, Inc., 1800 North Kent Street, Arlington, Virginia 22209 USA.

Mental Retardation. American Association on Mental Deficiency, 5201 Connecticut Ave, N.W., Washington, DC 20015 USA.

Modern Nursing Home: (Modern Healthcare). McGraw-Hill Publication Co., 230 West Monroe St., Chicago, Illinois 60606 USA.

New Zealand Medical Journal. Otago Daily Times, Ltd., Box 181, Dunedin New Zealand.

Paraplegia News. Paralyzed Veterans of America, Inc., 935 Coastline Drive, Seal Beach, California 90740.

A monthly publication of the PVA offering product and program information for the paraplegic.

Parks and Recreation. National Recreation and Park Association, 1601 N. Kent St., Arlington, Virginia 22209 USA.

A monthly publication sharing news of professional note with all subscribers.

Performance. President's Committee on Employment of the Handicapped, Washington, DC 20210 USA.

A national magazine designed to report progress and general up-to-date information concerning latest developments in the fields of rehabilitation and placement of the disabled.

Personnel and Guidance Journal. American Personnel and Guidance Association, 1607 New Hampshire Ave. N.W., Washington, DC 20009 USA.

Praxis Der Psychotherapie. J.F. Lehmanns Verlag, Agnes-Bernauer Platz, D-80000 Munich 31, West Germany.

Recreation Canada. 333 River Road, Vanier City, Ontario, Canada K1L 8B9.

A monthly publication which provides resource, planning and programmatic information in the field of parks and recreation.

Rehabilitation in Canada. Department of Manpower and Immigration, 305 Ridlau Street, Ottawa 2, Ontario, Canada.

Rehabilitation Gazette. 4502 Maryland Avenue, St. Louis, Missouri 63108.

An annual international journal on information service for the disabled.

Rehabilitation Literature. National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Ave., Chicago, Illinois 60612.

A monthly interdisciplinary journal for professional personnel and students concerned with the rehabilitation of the handicapped.

Rehabilitational World. Rehabilitation International USA, 20 West 40th Street, New York, New York 10018 USA.

Sports and Spokes. 6043 North Ninth Avenue, Phoenix, Arizona 85013.

A bimonthly ublication which provides information about wheelchair sports and athletics.

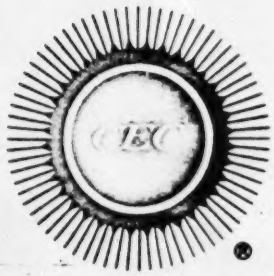
Swimming Pool Weekly. Hoffman Publications, Inc., Box 11299, 3000 N.E. 30th Place, Fort Fauderdale, Florida 33306 USA.

Today's Education. National Education Association, 1201 16th Street, N.W. Washington, DC 20036 USA.

Therapeutic Recreation Journal. National Therapeutic Recreation Society, 1601 North Kent, Arlington, Virginia 22209.

A quarterly journal of NTRS which emphasizes program development, professional development and research in the field of therapeutic recreation.

THE COUNCIL FOR EXCEPTIONAL CHILDREN AN OVERVIEW



The Council for Exceptional Children (CEC) has as its principle purpose the advancement of the education of exceptional children and youth, both handicapped and gifted.

CEC is a membership organization; however, any interested individual, lay or professional, may request information from CEC. Researchers, graduate students, parents, and special education professionals all use the services regularly. Any interested person may become a member of CEC.

Activities and Services Coordinated by The CEC Center on Technical Assistance, Training, and Information on the Exceptional Person

INFORMATION. Major activities of The Council for Exceptional Children include operation of the CEC Information Center and the ERIC Clearinghouse on Handicapped and Gifted Children. The Information Center and Clearinghouse serve as a comprehensive information center identifying and collecting English language literature on the education of handicapped and gifted children, much of which is unavailable from commercial sources. The collection currently includes over 29,000 books, journal articles, curriculum guides, conference reports, research reports, guidelines, etc. Citations and abstracts for these documents are prepared by CEC/ERIC staff and are computer stored for rapid retrieval.

CEC's Information Center provides customized computer searches of literature in the Exceptional Child and ERIC data bases and provides topical bibliographies on popular topics. A new service, Selective Dissemination of Information, automatically and regularly provides current awareness of all literature acquired by the Center on the most frequently requested topics.

Other services of the Center include: (1) answering phone or mail inquiries; (2) referring inquirers to other organizations or information centers; (3) sending brochures, pamphlets, and fact sheets; and (4) permitting on-site use of its holdings, including the collection of literature on the exceptional child and the entire collection of documents in *Resources in Education* (ERIC) on microfiche.

PUBLICATIONS. Publications of The Council for Exceptional Children include the following periodicals: (1) *Exceptional Child Education Resources*, which contains citations of all publications stored in the CEC Information Center; (2) *TEACHING Exceptional Children*, which includes information on instructional methods and learning materials designed or adapted for use with handicapped or gifted children, educational diagnostic techniques and evaluation of instructional materials; (3) *Exceptional Children*, the official journal of CEC, which emphasizes current issues, research, and trends in special education and has a selection of articles on a broad range of educational topics; and (4) *Insight*, the CEC monthly governmental newspaper which contains information on state and federal legislation, programs, and services for handicapped and gifted children.

A wide range of other CEC publications—books, monographs, and nonprint media—offer resources for continuing growth and practical assistance in many areas such as early childhood education, delivery of services, assessment and placement, research, children's rights, career education, cultural diversity, and the gifted.

TRAINING. Other new CEC services include CEC Training Institutes which offer intensive study and instruction for developing skills and techniques in delivering services to exceptional children. Institutes are delivered by CEC trainers and are available for replication. Examples of current institute topics include "Placement of Exceptional Children" and "Due Process."

GOVERNMENTAL RELATIONS. CEC's Governmental Relations Unit is composed of two principal parts. The Policy Implementation Section attempts to effectively monitor, coordinate, and implement the variety of federal, state, and local public policy that directly or indirectly influences the education of exceptional children. The unit's Policy Research Section maintains a comprehensive data bank on state and federal legislation, regulations and litigation involving the education of handicapped and gifted and talented children as well as providing information, products, and technical assistance in this area.

Other Information on CEC

CONVENTIONS AND CONFERENCES. A major function of CEC is the sponsoring of an annual international convention. Recent conventions have been attended by over 12,000 participants and have included features such as job opportunity notices, over 390 professional program sessions, and over 300 exhibitors.

Regional and topical conferences have been sponsored by CEC on topics such as early childhood, individualized education program planning, and instructional technology.

MEMBERSHIP AND DIVISIONS. The Council for Exceptional Children was founded in 1922 and currently has over 60,000 members (including over 17,000 student members). There are 54 state and provincial federations and over 950 local CEC chapters throughout the U.S., Canada, and their territories, which conduct their own professional programs and produce publications. The Council has 12 membership divisions: (1) Association for the Gifted; (2) Council for Administrators of Special Education; (3) Council for Children with Behavioral Disorders; (4) Council for Educational Diagnostic Services; (5) Division for Children with Learning Disabilities; (6) Division of Mental Retardation; (7) Division of Early Childhood Education; (8) Division of Children with Communication Disorders; (9) Division on the Physically Handicapped, Homebound, Hospitalized; (10) Division for the Visually Impaired, Partially Seeing and Blind; (11) Teacher Education Division; and (12) Division on Career Development.

For more information, write or call:

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